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ABSTRACT

A guide, intended as a resource for teaching social studies in ungraded kindergarten and primary classrooms, correlates the social studies materials with black studies resource materials and with reading materials. After a statement of philosophy and an outline of a social studies skill sequence, the guide is divided into sections for kindergarten and primary levels I, II, and III. Each level begins with a reading correlation chart and a list of materials. Most levels have five units; the primary II and III levels have appendices on law and economics. Each unit presents generalizations and concepts to be learned and suggested activities and materials to be used in the learning process. The kindergarten units are on the topics of a healthy self image, a healthy school image, the neighborhood and the community, and children from other cultures. The Primary I levels adds a new topic, family identification and family needs. Transportation and communication, and growth of communities supplements the primary II level. The primary III level includes units on the city of St. Louis, maps and globes, and Hawaii. (KSM)

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GOALS AND GUIDELINES:

Social Studies in the Primary

ST. LOUIS PUBLIC SCHOOLS, ST. LOUIS, MISSOURI - 1973

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GOALS AND GUIDELINES:

SOCIAL STUDIES IN THE UNGRADED PRIMARY

St. Louis Public Schools
St. Louis, Missouri
1973

Prepared under the supervision of the

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TABLE OF CONTENTS

Philosophy i
Social Studies Skills ii
Use and/or Purpose of This Guide v
Explanation of Codes vi

Kindergarten

Reading Correlation Chart . . . . . Page 1
Materials for Kindergarten Social Studies . . Page 3
Unit 1 . . . . . Page 4
Unit 2 . . . . . Page 12
Unit 3 . . . . . Page 20
Unit 4 . . . . . Page 34
Unit 5 . . . . . Page 42

Primary I

Reading Correlation Chart . . . . . Page 55
Materials for Primary I Social Studies . . . . Page 71
Unit 1 . . . . . Page 72
Unit 2 . . . . . Page 78
Unit 3 . . . . . Page 90
Unit 4 . . . . . Page 100
Unit 5 . . . . . Page 106
Unit 6 . . . . . Page 118

Primary II

Reading Correlation Chart . . . . . Page 155
Materials for Primary II Social Studies . . . . Page 161
Unit 1 . . . . . Page 162
Unit 2 . . . . . Page 168
Unit 3 . . . . . Page 172
Unit 4 . . . . . Page 176
Unit 5 . . . . . Page 180
Suggested Reading List . . . . . Page 193
Law Appendix . . . . . Page 197
Economics Appendix . . . . . Page 205

Primary III

Reading Correlation Chart . . . . . Page 211
Materials for Primary III Social Studies . . . . Page 217
Unit 1 . . . . . Page 218
Unit 2 . . . . . Page 222
Unit 3 . . . . . Page 232
Unit 4 . . . . . Page 234
Unit 5A . . . . . Page 238
Unit 5B . . . . . Page 244
Suggestions for Developing Additional Units . . . . . Page 250
Law Appendix . . . . . Page 255

PHILOSOPHY

A Social Studies program should:

1. *Teach respect by building positive attitudes and values beginning by forming these attitudes and values about one's self.*

2. *Enable the pupil to recognize that everyone makes a contribution to the welfare of the world.*

3. *Provide experiences which develop an understanding of the need for law and government.*

4. *Provide opportunities for pupils to develop an understanding of today's world by studying contributions made in the past by various cultural and ethnic groups.*

5. *Provide activities designed to help pupils develop an understanding of man's physical environment and how it relates to his daily life.*

SOCIAL STUDIES SKILLS

I. Human Relations Skills

A. Develop a healthy self-image

All human relations are based on the inner security of the persons involved. We cannot value others unless we value ourselves; we cannot like others unless we like ourselves; we cannot respect others unless we respect ourselves. We must feel secure and adequate if we are to reach out to others.

We must be so sure of ourselves that we can accept differences with equanimity. We must be so sure of our own values that new ways of looking at people and issues do not frighten us.

1. Learn to cope with the differences between self and self ideals.
2. Learn the differences between expectations of peers and adults.
3. Learn to accept one's limitations as well as one's assets.
4. Develop increasing independence and learn to function without continuous guidance.

B. Respect the feelings of self and others.

C. Understand one's role and work effectively within a group.

D. Respect the quest for universal truths.

II. Communication Skills

A. Learn to listen effectively.

B. Speak and write clearly.

C. Build social studies vocabulary

1. Through daily usage of words.
2. By developing dictionary skills.
3. Through use of other reference material.

D. Get and interpret information from pictures.

E. Present good oral reports.

III. Critical Thinking Skills

A. Interpret and apply information to social studies program.

1. Summaries from available data.
2. Draw conclusions from available data.

B. Develop awareness of cause and effect.

C. Understand the who, what, why, when, where, and how.

IV. Skills Involved in Understanding Laws

A. Understand the need for laws as they apply to human relations

1. In the home.
2. In the school.
3. In the community.
4. In the nation.

B. Examine government structure

1. Local level
2. National level

V. Skills Associated with the Understanding of Maps, Charts and Graphs

A. Understand the relationship between the real world and maps.

1. Read and understand maps and globes.
2. Determine distance and size.

B. Study materials to relate world events to both their historical and geographical setting.

USE AND/OR PURPOSE OF THIS GUIDE

This guide is intended as a resource for the teaching of social studies in the Kindergarten and Primary levels. It was the intention of the committee to correlate the Social Studies with the black studies resource materials, already provided, and with the reading materials, wherever possible. It is suggested that the teacher insert the Black Studies Resource Book in the binder with the Social Studies Guide.

Other aids to the teaching of the Social Studies have been recommended, including use of inexpensive materials that may be purchased by the teacher. The enthusiastic teacher will find many other resources to aid in the enrichment of the social studies: the use of the media for current events and holiday material; selective use of materials from Audiovisual Services; investigation of materials in the Inservice Center, located at 5057 Ridge Avenue; and the use of the many facilities available in our city.

Catalog numbers of audiovisual materials are not included in this guide. At the time the guide was published, it was uncertain whether or not a new numbering system could be put into effect. The new numbering system is necessary for the conversion to a Data Control Information System. It is suggested that when you look up catalog numbers in the audiovisual catalog, alphabetical title system, you write them in your guide.

It is sometimes possible to have a university student from a foreign country visit a class to share his knowledge about his country. If you would like to investigate this possibility, call June Baehr, Coordinator of Volunteer Activities, St. Louis Public Schools, 231-3720, Ext. 212.

The units in this guide may be handled in any sequence that best suits the individual teacher. The ideas put forth here may serve to stimulate more interesting and workable ideas in the mind of the creative teacher. However, it is expected that the skills outlined in this guide be covered thoroughly in order to prepare the child to relate more effectively to the increasingly complex concepts in social studies.

EXPLANATION OF CODES

In the charts that follow, correlating the social studies with the reading material, we found it necessary to refer the teacher to Creating Subsystems (C.Ss.) in the Teacher's Manual of the Systems reading program.

We feel that while creating Subsystems sometimes may be omitted in reading activities, they become a very necessary aspect of the social studies.

The following code is used to refer the teacher to her reading material:

T.M. - Teacher's Manual
C.Ss. - Creating Subsystems
R.A.L. - Read Aloud Library
T.A. - Teacher's Anthology
P.B. - Pupil's Book
S.P.B. - Special Practice Book
R.W. - Read and Write
Sb. - Studybook
Pr.P. - Practice Pad

The following is an explanation of the picture coding used with unit activities. The symbols call attention to special materials that the teacher may need to successfully complete an activity.

Note to the Teacher

Teacher Activity

Refer to Black Studies Guide

KINDERGARTEN

KINDERGARTEN	IS
UNIT 1: A HEALTHY SELF-IMAGE	
A - The child identifies himself.	R.A.L. - Just My Size, "The Ice Cream Man," p. 6; "Buying Balloons," p. 7; "What I Like," pp. 42-43
B - The child becomes aware of parts of his body.	R.A.L. - Just My Size, "Oodles of Noodles," p. 33; and P.B. - I Like, pp. 2-16
C - The child becomes aware of self worth.	P.B. - What Could You Do?, pp. 10-13; and R.A.L. - Just My Size, "If I Had A Cardboard Box," p. 58
UNIT 2: A HEALTHY FAMILY IMAGE	
A - Families come in many sizes.	
B - Other people have roles in the family.	
C - Families have needs.	R.A.L. - Cheese, Peas and Chocolate Pudding, pp. 3-32 R.A.L. - Just My Size, "More Pancakes," p. 40 R.A.L. - Just My Size, "Vegetables," p. 56 R.A.L. - Just My Size, "A Matter of Taste," (a picture of pizza), p. 24
D - Families have rules.	R.A.L. - Just My Size, "Birthday Cake," (sharing), p. 47
E - Families enjoy holidays together.	R.A.L. - Just My Size, "A Picnic," pp. 34-35; and Sb. - "Picnics," pp. 4-5
UNIT 3: A HEALTHY SCHOOL IMAGE	
A - School is a place with identity, structure, and people.	Sb. - "Schoolroom," pp. 22-23
B - School is a place of learning.	

C - School is a place of rules. D - There are ways to celebrate holidays at school.	
UNIT 4: THE NEIGHBORHOOD AND THE COMMUNITY A - The child becomes aware of his immediate neighborhood. B - The child becomes aware of places in the community. C - The child becomes aware of workers in the community. D - The child becomes aware of laws of the neighborhood and community.	R.A.L. - Just My Size, "Passing Sounds," p. 47; "Stop - Go," p. 61 P.B. - What Could You Do?, (street scene), pp. 14-16; and Sb. - "City Street," pp. 25-27 P.B. - What Could You Do?, "A Place" (park), pp. 2-5; and Sb. - "Places," p. 21 R.A.L. - Corduroy (a department store), pp. 5-32 R.A.L. - Just My Size, "Downtown" (a picture of a busy street), pp. 54-55 Sb. - "People," p. 18 R.A.L. - Just My Size, "Dogs," pp. 62-63
UNIT 5: CHILDREN FROM OTHER CULTURES A - The child becomes aware of the cultural identities of children in America. B - The child becomes aware of general map concepts. C - The child becomes aware that cultural heritages influence customs, work, food, language, and physical appearances of children in America. D - The child shares in a cultural experience through art, crafts, music, rhythms, and games.	P.B. - I Like, "Corn," p. 13 P.B. - I Like, "Tacos," p. 3; and "Chili," p. 8 (pictures of food)

MATERIALS FOR KINDERGARTEN SOCIAL STUDIES

Teaching Pictures

CHILDREN OF AMERICA (The Child's World, Inc.)

MOODS AND EMOTIONS (The Child's World, Inc.)

SCHOOL AND SCHOOL HELPERS (David C. Cook Publishing Company)

MY COMMUNITY (David C. Cook Publishing Company)

HOME AND COMMUNITY HELPERS (David C. Cook Publishing Company)

SOCIAL DEVELOPMENT (David C. Cook Publishing Company)

CHILDREN AND THE LAW (David C. Cook Publishing Company)

HOLIDAYS (David C. Cook Publishing Company)

FOOD AND NUTRITION (David C. Cook Publishing Company)

Sound Filmstrips

FIVE CHILDREN

FIVE FAMILIES

GETTING ALONG

Generalizations and Concepts	Suggested Activities and Materials

A. The child identifies himself.

The child will learn his first and last names, his parents' first and last names, and his address. The child will recall things that make him special such as his birthday, his likes and dislikes.

The child will learn to identify his feelings, to understand why he feels as he does and to see how his feelings sometimes affect his behavior.

A1. Use SFS series, *Getting Along;* the Teaching ∇ Guide suggests many activities.

A2. Try this delightful song with children to help them with name recognition. Have children sit in a circle; then sing to the tune of "Where is Thumbkin?"

Class: Where is _____?
Child: Here I am, here I am (raises hand).
Class: How are you this morning?
Child: Very well, I thank you.
Class: Come and play. Come and play.

Each child feels important and special when it is his turn to be serenaded by the class.

To help the pupils remember each other's names, have them play this game: Seat the children in a circle. Select two to be the first set of partners. The first child covers his eyes while the second shifts his place in the cirlce. The first child must then find his partner and call him by name. This procedure is followed three or four times and then a new set of partners is selected.

A3. Challenge the children to make rhymes of their names. The rhymes may use real words (I am Pat/I wear a hat) or nonsense words (My name is Doug/Kerplug, Kerplug). Make a chart of the rhymes, circle the names and the rhyming words.

Generalizations and Concepts	Suggested Activities and Materials
A. The child identifies himself.	A4. ▽ Make a birthday bulletin board with an attractive background and the name of the current month in large letters. Have the pupils who have birthdays during the month decorate the board with pictures of themselves (photographs or drawings), their favorite birthday cake, or other motifs. Label each child's picture with his name. Plan varied ways of celebrating or recognizing each pupil's birthday. Have a special chair or chairs, make a special hat, or grant special privileges. Note all the children not having a birthday during the school year on a list. Secretly assign an "unbirthday" date. On that date, the child enters the room and finds that his spot is special. As for regular birthdays, the child's chair is decorated and words "Happy Birthday!" written. The honored student wears an unbirthday hat or pin.
	A5. ▽ Take a portrait-type picture of each child. Let each child choose the construction paper on which he would like to mount his picture. Place a mirror in the center of a bulletin board and display the children's pictures around it. Complete this display with an appropriate title as, "Everybody's Beautiful in His Own Way" or "Look At Me!"
	A6. ▽ See 1S Reading Correlation Chart, Unit 1, Subtopic A.
	A7. Make a coloring book to reinforce and expand likes and dislikes. To make these books, pupils need a page for each color on which the

Generalizations and Concepts	Suggested Activities and Materials
A. The child identifies himself.	name of the color appears. Then at the top of each page pupils can paste a color swatch of construction paper; below they can draw or paste pictures of objects they like or dislike the color of the construction paper.
	A8. ∇ Use *Developing Understanding of Self and Others* kit. If not available in your school, borrow from Inservice Center.
B. The child becomes aware of parts of his body.	B1. Let each child stand before the classroom mirror and see his eyes, nose, ears, and hands. The child can use his eyes to see things, his nose to smell things, and his ears to hear things around the home and in the school. Have each child cut pictures from magazines of objects that were seen and paste on large chart paper with a caption, "Things We See." The child might categorize pictures of other objects under captions such as "Odors Outside," "Things We Hear."
	B2. Have the children draw "life-size" figures of classmates. Choose one child to lie on his back on a large sheet of Kraft paper. Choose another child to draw an outline of his body with crayon. Hang each life-size figure somewhere in the room. The other children guess who it is. The correct guesser may fill in facial features and draw clothing. These home-made figures may be kept in a safe place for use in making stories come alive.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of parts of his body.	B3. Make Me-mobiles: Let each child trace his left and right hand, then his left and right foot on colored paper and cut them out. Add other cut-out features which he feels are really important parts of himself. The teacher will help the child thread the cutouts with any strong string or yarn and then hang them from lengths of coat-hanger wire.
	B4. Angels-in-the-snow: Children lie on the floor in groups of three, four or five. Each child keeps his feet on the floor as he moves them apart until his trunk and legs form an inverted "Y." At the same time he moves his arms from his sides slowly along the floor until his hands touch each other above his head. The task is to move arms and legs simultaneously and rhythmically. After children have learned to do this, teacher can direct pupils to move one arm or leg at a time by pointing or giving oral directions.
Any rhythmic activity that will involve the child with body movements may be used.	B5. Provide opportunities for each child to learn to sing and to move his body to music. *Music For Young Americans (Kindergarten).* *"Fingers, Nose, and Toes," p. 58* *"Step and Clap," p. 48* *"Jim-along, Josie," p. 54* *"The Wiggle Song," p. 56*
The teacher aids the process of growth and development on a day-to-day basis by relating to and caring for each child as another human being. Start by paying attention to the whole area of humanness	B6. Distribute paper and scissors and invite the children to cut freehand circles (as many as they wish from red, yellow, and green paper). It gives them small muscle exercises; it offers you the opportunity to find out if they're right-

Generalizations and Concepts	*Suggested Activities and Materials*
B. The child becomes aware of parts of his body.	handed or left-handed; and the circles can be used in color-categorizing activities or as an introduction to discussion of traffic lights.
and help children develop skills in human relations. Specifically, help the child to feel secure, to explore, and to learn about himself, other people and the world. See teaching pictures and study prints, Moods and Emotions.	
C. The child becomes aware of self-worth.	C1. Play the "I Know" game: Present objects such as an orange, a chair, a leaf, and an ice cube. Have pupils tell what they know about each of these objects.
The child's experiences before school are important! Help pupils realize that they already know about the world they live in. Encourage pupils to talk about early learning experiences. Then have pupils suggest how listening, watching, smelling, tasting, and feeling have helped them find out about the world around them.	C2. Film: *Just One Me* ∇ The child pretends and extends his imagination to be such things as a tree, a car, a road, while still retaining his own identity -- or returning safely to it. Encourage each child to express his feelings about things he knows are real and unreal. A follow up game, "The Stick Game," is designed to stretch the children's imaginations.

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child becomes aware of self-worth.	All you need is a yard stick. With the children sitting around in a circle, ask, "What else could this stick be?" In rapid succession, randomly around the circle, each child takes the stick and pretends it is something else, anything, improvising the action associated with what his imagination produces. Some possibilities are pogo stick, sword, guitar, bow and arrow, canoe paddle.
Proceed by explaining that in school this year the class will find out, together, much more about the world they live in. They will study pictures showing the kinds of people, places, and ideas that make up their world. They will think hard about what they see in the pictures, and, as they answer questions, they will often rediscover how much they already know.	C3. See activity on 1S Reading Correlation Chart, ∇ Unit I, Subtopic C.
	C4. Several hand mirrors will be needed for class ∇ use. Have children sit in several small circles in groups of five or six; ask each child to think for a minute about some of the things that are special about himself or something that makes him glad about himself. Then pass the mirror around the circle, with each child making a positive statement about himself as he looks in the mirror. Encourage a wide latitude in choice of statements. It may be something he likes about himself ("I like my hair") or some special ability ("I can run fast"). If some children have trouble discussing themselves, offer a sentence, such as, "Tony has a nice smile."

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child becomes aware of self-worth.	C5. FS: *Mrs. Cackle Becomes A Good Citizen* ∇ (to develop understanding of getting along in a group) After showing the film have children pantomime or act out the characters. The best way to begin a dramatization with youngsters is to have them sit in a circle on the floor. Each character will take a place in the center.
 See the film, The Creative Kindergarten, for ideas which can be used to develop this unit.	Note: The following materials may be used to further develop the unit, Self-Image: Film: *The Creative Kindergarten* Film: *What If* SFS: *Listen: What Do You Hear?* Use *Developing Understanding of Self and Others* kit, if available.

Generalizations and Concepts	Suggested Activities and Materials

Stress the understanding of the family as a social unit; develop an awareness and appreciation of individual differences and help each child take pride in his uniqueness.

A. Families come in many sizes.

Set aside a time for conversation about families. Some children may live with just one parent or with grandparents or aunts and uncles. Some are grouped as mother, father, sister, brother, baby; mother and children; and father and children. Some are grouped as mother and father only with no children. Emphasize that families may vary in size and structure but are still a family unit.

A1. Draw a picture showing all family members. Discuss the pictures. Count the number of people in each other's families. What is one way in which families can be different? (Size). Discover other ways in which families are different by looking at the pictures. (Some have no fathers; some have tiny babies; some have only one girl, children, etc.) Make charts showing the ways families can be different.

Follow this activity by using the following:

Home and Community (teaching pictures)
Film: *Seven Little Ducks*
FS: *Hansel and Gretel*
SP: *A Happy Family*

Talk about the kinds of work the adult members of the family are engaged in and the number of people in the family. Discuss how the children were babies when they came to their families and the things they had to learn to do and how they have changed.

A2. ∇ Bring in a quantity of paper bags in various sizes. Let the children stuff them with crumpled newspaper and help them affix a construction paper collar around the bottom of each. Supply paint, construction paper scraps, fabric scraps, crayons, yarn, buttons, etc., and let the children make family puppets. They will have to decide how many people are in the family and the relative size of each member.

Generalizations and Concepts	*Suggested Activities and Materials*
A. Families come in many sizes.	Have the children work in groups of four or five, one puppet family per group. When the puppets are completed, have them act out some aspect of family life.
	A3. Let pupils draw pictures showing what they like to do for fun with their families or friends and dictate sentences about the pictures.
	A4. Have the children bring in some of their baby pictures so that everyone can see how they have changed during their first years. Precede or follow this activity with FS: *The New Baby*.
B. Other people have roles in the family. 1. Relatives care for children a. Aunts and uncles b. Grandmother and Grandfather 2. Unrelated persons care for children a. Foster parents b. Adoptive parents	B1. After the children have had an opportunity to use the home center or housekeeping area, discuss the family roles played: What was the mother's work in the house? What work did the father do in the home? How did the children help in the home? Did grandmother and grandfather live there? If so, what work did they do in the home? Could there be just children in the home? Why not?
 If a foster child wants to talk about his family situation before he went to his foster home, or since he has been there, encourage him to do so. If an adopted child wants to talk about his family situation, encourage him to tell about becoming a part of a family unit.	Have the children dramatize the work contributed by different members of the family and learn songs about them. *Music for Young Americans*. *"Mother's Knives and Forks," p. 10* *"The Family," p. 11*

Generalizations and Concepts	*Suggested Activities and Materials*
B. Other people have roles in the family.	B2. Show SFS series, *Robert and His Family*. ∇ Several days will be needed for presentation of this series.
	B3. See *"Picture or Sketch of a Type of Compound,"* p. 67.
	B4. Have a supply of magazines on hand. Ask the children to find as many family pictures as possible; hopefully, they will collect a variety of groups -- mother and father with children, mother with children, father with children, husband and wife, grandparents with family, etc. Also strive for a variety of pictures showing the families doing different things. As the children work, discuss the pictures they find. Ask, "Do the pictures remind you of things you have done with your families?" After the pictures are cut out, use them for a colorful bulletin board collage under the title, "The Family."
C. Families have needs.	C1. Use study prints *Moods and Emotions* and ∇ *Social Development*.
A child's emotional stability is just as necessary as his need for food, clothing, and shelter. Help the child develop a better understanding of society through discussion of what people need to live and how they cooperate to provide:	Use poems such as *"Rock-A-Bye, Baby" (Childcraft, Vol. 1, p. 10)* to start discussions of the ways family members show love or affection, supply needs, teach one another, have fun together, and protect each other. Stress ways the child can contribute.

Generalizations and Concepts	*Suggested Activities and Materials*
C. Families have needs. *1. His emotional needs* *2. His basic need for food, clothing, and shelter* *3. His need to share in work and play (Social Development, Nos. 1-8)*	**C2.** Play, "Who Needs It?". Discuss with pupils and list on chart paper the different kinds of buildings, facilities, and services found on a city block. For example, the list may include stores, houses, gas stations, parks, etc. Ask the children to name other kinds of facilities in our city such as churches, public buildings, etc. ▽ Use building blocks to construct a facsimile of a city block. Make a flash card label for each kind of facility included. Make flash picture cards of foods, various kinds of clothing, different types of places to live, items needed for the home, etc. Hold up flash card and ask, "Does someone in your family need this? Can you get along without it?" Encourage controlled argument about "yes" or "no" answers. Place picture cards on appropriate block. Lead children to the conclusion that food, clothing, and shelter are basic needs. **C3.** Let any child (who wants to) tell about something that he feels he cannot live without, even if it is not classified as a basic need. Have the children draw or paint pictures on the "But I Want It" theme.

Generalizations and Concepts	*Suggested Activities and Materials*
C. Families have needs.	(BS G) C4. Read a story about family sharing, "The Jackson Five," p. 21. Try to locate a picture of these five brothers and/or one of their recordings.
	(BS G) C5. Use "A Glimpse of Life in Africa," p. 66. SL: *African Dress and Design* Let children try dressing in African fashion.
	C6. See 1S Reading Correlation Chart, Unit II, ∇ Subtopic C.
D. Families have rules. *People in families need to make plans and to have rules. Members of the family cooperate in planning things that are fun or useful. Family rules help keep the members safe.*	D1. Use *"The Little Red Hen"* (FS or story book) ∇ to stimulate a discussion of helping with the work. Discuss the ending of the story and encourage the pupils to give other possible endings.
	D2. Help each child understand the do's and ∇ dont's of his family. Seat children in a circle; organize role-play and encourage different results in the following situations: 1) *Brother and sister fighting over a toy. Mother enters the room.* What happens? What family rule did the children forget? 2) *The children are playing ball in the street. A car approaches.* What happens? What family rule did the children not remember?

Generalizations and Concepts	Suggested Activities and Materials
D. Families have rules.	3) *Mother leaves the house. Big sister is in charge. She must keep an eye on the food cooking in the kitchen, baby on the living room floor, and her brothers and sisters. Suddenly she hears a loud scream coming from the kitchen. When she enters the room she finds her little sister on the floor near the stove, a chair turned over and dinner beside her.* **What family rule was forgotten?** 4) *Daddy is ill in bed. His pills are a pretty shade of pink. Mother gives daddy two of the pretty pink pills and leaves the bottle open on the table. Brother likes the pretty color. He climbs onto a chair and swallows several. When mother returns to the room, she notices the missing pills and rushes brother to the hospital.* **What happened? What family rules were forgotten by mother and little brother?** **Let the characters dress up in clothing that will help them to look the parts.** D3. **See 1S Reading Correlation Chart, Unit II, Subtopic D.**
E. Families enjoy holidays together. *Holidays are special days enjoyed by the family. On most holidays we expect to do something appropriate with the family.*	E1. **Use teaching pictures: <u>Holidays</u>. Have the children discuss special ways their families have of celebrating certain holidays.** *"Dr. Martin Luther King, Jr.", p. 108.*

Generalizations and Concepts	Suggested Activities and Materials

E. Families enjoy holidays together.

1. *Holidays: Halloween, Thanksgiving, Christmas, New Years, and Easter.*

2. *Special days: Birthdays of children and members of the family, and of important Americans, anniversaries, Labor Day, Veteran's Day, Memorial Day, etc.*

E2. Use *Childcraft*, *Vol. 5, "Holidays and Customs,"* ∇ for suggestions of ways to develop an understanding of the meanings of the holidays in this unit.

E3. See IS Reading Correlation Chart, Unit II, ∇ Subtopic E.

E4. Use F: *Picnic* ∇

Note: The following material may be used to further develop the unit on The Family:

Film: *The Three Little Pigs*
Film: *The Ugly Duckling*
SFS: *Watch What You Eat*
SFS: *Getting Along With Your Family*
SFS: *Chuck Learns About Sharing*

Generalizations and Concepts

Children are very inquisitive. School is a place where children can learn the answers to their curiosities if given the proper encouragement. School personnel and even pupils are workers in the school who help channel the minds of children to educational pathways. To do this the teacher needs to develop a positive climate in which each pupil's efforts are recognized, a talk-listen atmosphere is maintained, and safety rules are observed.

A. School is a place with identity, structure, and people.

1. The identity of the school
2. The structure of the school
3. The kindergarten room
4. People at school

Suggested Activities and Materials

A1. Teach the children the name of the school. Display a photograph or a large drawing of the school. Print the school name below the picture. Later, print the school address below the school name and teach it.

A2. Tour the school building (several times at intervals) to show children points of interest such as the girls' and boys' lavatories, principal's office, nurse's office, custodian's and matron's quarters. Discuss the exits and have the pupils learn those they must use for fire dismissals.

A3. On kraft paper help children map the most direct route from the kindergarten room to the principal's office, nurse's office, lavatories, and custodians quarters.

Generalizations and Concepts	Suggested Activities and Materials
A. School is a place with identity, structure, and people.	A4. Apply same plan with building blocks on the floor. The children might like to make pipe cleaner people or paper dolls dressed like the school personnel to use with their block plan. A5. Have pupils look about the kindergarten room and name things that are familiar. They will compare things here with those at home. ▽ (See 1S Reading Correlation Chart, Unit III, Subtopic A, for picture). A6. See *Childcraft, Volume 10, pp. 286-289: "In* ▽ *the Classroom," "Outside the Classroom."* A7. With the help of the teacher the child will learn to take turns and share his possessions with ▽ others. Use teaching pictures: *Social Development.* A8. Show FS: *Mrs. Cackle Becomes A Good* ▽ *Citizen* A9. Introduce the principal to your class. Ask him ▽ to give a brief informal talk to the children. He may want to explain how he helps teachers, how he works with other school helpers, parents, and children to make a good school. A10. Plan a trip to the principal's office to meet the ▽ school secretary (or clerk). Ask her to explain to your group what she does. Ask her to demonstrate how she uses the office duplicator and other special equipment.

Generalizations and Concepts	*Suggested Activities and Materials*
A. School is a place with identity, structure, and people.	A11. Let children make telephone calls on toy (or pretend) phones in the room while role-playing the principal's secretary. Children may want to pretend they are the secretary calling a parent to find out whether or not a pupil is ill at home. As the children talk on the phone, remind them to use good telephone manners.
	A12. Let the children take turns "being" the teacher. Create situations that may occur in the kindergarten room. You might be surprised to learn how well children can solve their own problems just by playing the teacher's role.
	A13. ∇ Set up a browsing table and provide picture books about school, teachers, and other school helpers; read aloud a book about the first day of school or about teachers.
	A14. ∇ Ask a physical-education teacher to explain his duties and talk about ways to keep the body fit.
	A15. ∇ Take your group to the school gymnasium, if you have one. Let pupils remove their shoes and play a game on the gym floor. Examine, talk about and, with the gym teacher's permission, try out some of the equipment.
	A16. ∇ If your school has a library, visit the library. Ask the librarian to explain what the library is and how to use it.

Generalizations and Concepts	Suggested Activities and Materials
A. School is a place with identity, structure, and people.	A17. ▽ If your school does not have a library, plan to visit a nearby public library. Check with the librarian for the best time for your visit. Ask her to explain functions of the library. She may read a story to the group. A18. ▽ Introduce the school nurse. Let her tell the children about her work. A19. Take your children to visit the nurse in her office. She may show her cabinet of supplies and give a short talk on the importance of first aid for cuts and skinned places. A20. ▽ Provide nurse's cap and aprons, bandages, a nurse's kit, and other items for the play area of your kindergarten room. A21. ▽ Introduce the custodian. Invite him to tell about his work and suggest ways that the children can help care for school and grounds. A22. ▽ Arrange to take children to visit the custodian's quarters. Ask him to show special equipment to the children. Let the children see the furnace. A23. Play a game in which you present hypothetical situations to the children (real or exaggerated) that demonstrate classroom "emergencies" that would require "outside" help.

Generalizations and Concepts	Suggested Activities and Materials
A. School is a place with identity, structure, and people.	A24. The children analyze the problem and name the person who can help. Samples: 1) The water pipes sprang a leak and the room is turning into a swimming pool. You didn't bring your bathing suit, so you'd better get some help. Who will you get? (Custodian) 2) A snake sneaked into class. Any snake that wants to go to school can't be all bad, so you decide to feed him. Who can tell you what a snake eats? (Librarian) A25. ▽ Invite the school crossing guard to your classroom to tell about his job and explain safety rules to the children. The guard should come in uniform, if any, and show his STOP sign. A26. Help the children make a replica of the guards' STOP sign and take turns playing the role of the crossing guard. A27. Invite the school patrol boys and girls, wearing their badges or belts, to explain their duties. Ask them to show the children hand signals and explain what each means. A28. Encourage the children to discuss, then paint or draw pictures of their school corner and patrols. A walking trip around the school will give them an opportunity to observe details which should be included in their pictures.

Generalizations and Concepts	*Suggested Activities and Materials*
A. School is a place with identity, structure, and people.	A29. The teacher might pantomime each school worker's job and let pupils guess who she is. Then give the children a chance to act out these and other roles. Use teaching pictures *School and School Helpers* for pictures of school personnel.
	A30. Have the children give reasons for observing safety rules when coming to school. Mount a picture of a policeman on a large sheet of newsprint and let the pupils dictate a story about the policeman. See teaching pictures *Home and Community Helpers* for a picture of a policeman. Show FS: *We Make Some Safety Rules* and F: *First Film on Finding Your Way to School Safely*.
	A31. Invite Officer Friendly to talk to the class on ways he helps protect children. Ask him to let the children try on his jacket, rain apparel, and hat.
	A32. When Officer Friendly distributes books to your children, plan a day-by-day or weekly activity, using crayons and chalk, and then let your children act out some of the illustrations on the pages.
	A33. When Officer Friendly drives his patrol car to school for viewing by your group, let the children act out his job. Set up situations that might arise with the community police and let the children imitate what they have seen policemen do. Stress desirable outcomes.

Generalizations and Concepts	*Suggested Activities and Materials*
A. School is a place with identity, structure, and people.	A34. Make a cardboard steering wheel (actual size). ∇ Show children where the horn might go on the wheel. Use pupil chairs for the patrol car body.
	A35. Explain how the PTA helps teachers, pupils, ∇ and the school. Invite the chairman (or president) of your school PTA in to talk with the children. If any of your children have ever been to a PTA meeting, let them tell about their experiences. Help them use (or make) puppets to act out a PTA meeting. These puppets might be simply made with construction paper "face" circles and sticks.
B. School is a place of learning. *Children like to learn. Learning is finding out new things. Children learn from parents, teachers, and friends. Learning should be continuous and, if made interesting, can be fun.*	B1. Play a game of discovery. Label a bag or box discovery. Put in it miscellaneous objects such as a spool, a cardboard circle, a soda cap, wooden blocks, twigs, pebbles, pieces of fabric, etc. Child reaches in, selects an object, and tells all he knows about it.
	∇ Correlate with *Sense and Tell*.
	B2. Remember each other's names: Seat the children in a circle. Select two to be the first set of partners. The first child covers his eyes while the second moves his place in the circle. The first child opens his eyes, finds his partner and calls him by name. Follow this procedure three or four times and then select a new set of partners to play.

Generalizations and Concepts	Suggested Activities and Materials
B. School is a place of learning.	B3. Help the children learn how to make simple introductions. Set up situations for dramatic play, e.g., "Mother meeting pupil's teacher for the first time," "Father and mother meeting the principal of the school," "Johnny meeting a classroom group for the first time."
	B4. ∇ Help the children learn the Pledge of Allegiance to the flag. Teach them how to salute the flag. Help them to learn what the phrases mean. Phrases such as *pledge allegiance*, *the republic*, *for which it stands*, *One nation -- indivisible*, *with liberty*, *and justice* can be made clear with discussion. Use *Childcraft*, *Vol. 15*, for teacher information. F: *Let's Have A Parade*
	B5. ∇ Help the children make a flag, using 8" x 12" manila paper. Show them how to fold the paper into rows for the thirteen stripes. Use red crayon to alternate coloring of stripes. Leave a space (square) at the upper left corner for stars. Explain briefly why the flag has thirteen stripes and fifty stars. Roll paper for flag post or affix flags to thin tree branches.
	B6. Have a parade around the kindergarten room, in the halls, on the playground or even around the block with the flags and rhythm instruments.

Generalizations and Concepts	Suggested Activities and Materials

C. School is a place of rules.

Children need to learn that rules are made to keep us safe -- and to keep safe, all people must obey those rules. They need to understand rules inside the school building and on the playground. Help them to know that when people break rules, someone is hurt in some-way.

C1. Use teaching pictures *Children and the Law*.
▽ With children's help, make a picture chart of standards of conduct which the pupils can meet. Use pictures of children sitting quietly as one person is speaking or children in line at the fountain as one child drinks, etc. The pictures serve as reminders of desirable behavior.

C2. Designate specific pupils to care for certain
▽ routine jobs in the classroom. Discuss the dependence of the teacher and the entire class on the help given through these routine tasks. One way of making assignments is to make a pictorial chart showing the daily jobs to be done, with a space following each picture for a pupil's name. The tasks may be rotated, giving each pupil an opportunity to perform different classroom jobs.

Rotate frequently among the pupils the privilege of being leader of the line or of an activity. Rotate daily the privilege of acting as messengers or helpers. This helps to develop a feeling of personal worth and responsibility.

C3. Give each child an opportunity to use and understand the hand signals used by the patrol boy and school crossing guard in directing pedestrian traffic.

C4. Take children to a corner where there is a traffic light; let them stand and watch the

Generalizations and Concepts	Suggested Activities and Materials
C. School is a place of rules.	cars move to the lights. On the walking trip around the school block look for other traffic signs. Read the rules and directions to children as they get to the signs. For follow-up of this activity, collect pictures of cars and signs.
	(BS G) C5. Read aloud, *"Story of Garrett A. Morgan, Inventor,"* pp. 68-69. Morgan is the inventor of the traffic light. A picture of Garrett A. Morgan is in teaching pictures *Black Americans Yesterday and Today*, available in some schools. Check with your principal.
	C6. Use red, yellow, and green cellophane (or construction paper) to make a traffic light. Play a game with the pupils by flashing a light to illuminate each color and have them do what the light suggests.
	C7. Use classroom chairs and let children pretend they are driving. Children straddle chairs, using the chair back for a steering wheel. Help children decide area for cars, area for people to walk. One child may hold up his traffic light and signal to drivers who should go and who should stop.
	C8. Sing *"The Traffic Policeman,"* p. 23, *Music for Young Americans*.
	C9. Teach poem about the traffic lights -- ∇ "Red light, red light, what do you mean? I mean STOP until the light turns green."

Generalizations and Concepts	*Suggested Activities and Materials*
C. School is a place of rules.	"Yellow light, yellow light, what do you mean? I mean WAIT 'til the light turns green! Green light, green light, what do you say? I say GO and go right away!"
D. There are ways to celebrate holidays at school. *Holidays are special days. Prior to most holidays we expect to do something appropriate with our children. You and your children may have fun getting ready for holidays at school. See Childcraft, Vol. 9, "Make and Do." Vol. 5, "Holidays and Customs."*	D1. Halloween: Help children make a witch's hat. Cut out a large circle from cardboard or kraft paper. The larger the circle, the higher the hat will be. Cut a slit up to the middle of the circle, as in the picture. Shape the circle into a cone and tape the ends together. Place the bottom of the cone on another piece of cardboard and trace around it. Then draw a larger circle around the first one. See pictures. Cut out the circles to make a brim for the hat. Tape the brim to the bottom of the cone. Paint the hat with black poster paint. Tie a bow of crepe paper around the hat to form a band. D2. Halloween mask: Fold a sheet of construction paper in half. Draw a half circle on the paper, as in the picture. Cut around the circle. Then cut an eye hole in the folded mask. Punch a hole near the edge for the string. Unfold the mask, tie a string through holes or staple the ends of a long rubber band to the mask. Decorate mask. D3. Paper Bag Costume: Cut the length of a paper garment or grocery bag to size by cutting several inches off the bottom. Next cut a hole in the top that is big enough for the head to slip

Generalizations and Concepts	Suggested Activities and Materials
D. There are ways to celebrate holidays at school.	through it. Then cut holes in the top corners that are big enough for the arms to slip through them. Then let the child decorate the bag with paints or crayons. D4. Thanksgiving: Children enjoy making dinner mats for family table. Bring a roll of wax paper, a towel or pressing cloth, and an iron to class. Have the children cut fruits, vegetables, or any Thanksgiving designs from colored paper and place designs between two sheets of wax paper about 18 inches long. Place on pressing cloth and assist by helping them press the wax paper with a warm iron. The heat will seal the two wax sheets with the design inside. Trim around the edges with scissors to complete the mat. D5. Kernel Turkey: First outline the turkey with crayon or pencil on a stiff paper background. Then have children paste or glue kernels of corn or wheat inside the outline. D6. Christmas: To make a Christmas mobile use a wire coat hanger. Show the children how to cut different shapes such as stars, Santas, reindeers, wreaths, candles, etc., out of construction paper or kraft paper. Aluminum foil rolled into a ball, pointed tooth picks (red and green), and even detergent beaten stiff to look like clouds make nice ornaments. Tie strings to the designs and hang them from the coat hanger. Hang the coat-hanger mobile from a light fixture by a string or hang it in a window or doorway.

Generalizations and Concepts	Suggested Activities and Materials
D. There are ways to celebrate holidays at school.	D7. To make candy cane decorations, show the children how to bend a pipe cleaner into a cane shape. Cut a thin strip of red crepe paper. Help them wind the strip on a slant around the pipe cleaner. Glue the ends to the pipe cleaner. Hang the cane on a Christmas tree. D8. To make an apple Santa Claus, use a large, whole apple for the body. Attach a marshmallow to the top with a toothpick for the head, then press raisins into the marshmallow for the eyes, nose, mouth, and ears, and press cotton under the marshmallow for the beard. D9. Easter: Use a half-circle of paper to make a cone-shaped Easter basket. Roll the half-circle into a cone shape and staple it in place. Use a string for the handle and staple in place. D10. Construction Paper Rabbits: Help your children make these. Cut a circle; then cut a section out of it (see diagram). Form a cone shape by joining the straight edges with tape or paste. Cut a smaller circle for the head and paste it on the cone. Cut out the paws and paste or tape on the cone. Cut out ears and paste or tape on back of head. Glue cotton on bottom of cone for the tail. Paint face and other details.

Generalizations and Concepts	Suggested Activities and Materials
D. There are ways to celebrate holidays at school.	▽ The following supplementary materials are available from Audiovisual Services. F *Yours, Mine, Ours* F *Christmas Rhapsody* SFS *Paddy's Christmas* SFS *The Rabbit's Eyebrows* FS *Night Before Christmas* FS *Winnie, The Witch* FS *Rackety Rabbit and the Easter Eggs* FS *The Rabbit Who Wanted Real Wings*

Generalizations and Concepts	Suggested Activities and Materials

When they are young, our children have the most narrowly defined environment of all human beings. A few city blocks, a couple of backyards, the distance between a housing project and a public school usually constitute a child's world. Why not explore this world thoroughly?

A. The child becomes aware of his immediate neighborhood.

1. The size of his home
2. The address of his home
3. Other buildings in his neighborhood
4. His neighbors and friends

View F: Child's Eye View. Those street scenes reveal experiences of disadvantaged 5-9 year olds. (This film provides background information for teacher.)

A1. Ask the children to tell about some way they or their families have helped a neighbor or a neighbor has helped them. See poem: Arbuthnot, M.H., *Time for Poetry*, "Neighborly" by Violet Storey, p. 2.

A2. Take a walk to discover what places other than homes are within one- or two-block radius of the school. Pupils may paint pictures of places for a bulletin board display, or they can use small boxes and clay to make a table or a floor model of the neighborhood. Names of places for labels of places may be dictated to the teacher or aide.

A3. If available, use *Child's World* fold-out pictures, *People in the Neighborhoods*.

A4. See 1S Reading Correlation Chart, Unit IV, Subtopic A.

A5. Use FS: *Robbie's Neighborhood*
F: *Safety As We Play*
To further develop concept of the immediate neighborhood, use
FS: *Sharing With Neighbors*
FS: *Different Neighborhoods*

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of places in the community.	B1. Encourage children to talk about places in our city they have visited such as the airport, zoo, bus terminal, and Forest Park.
Listed are only a few places in the community. You may add to this list: school, hospital or clinic, police station, fire station, stores and other services, post office, churches and synagogues, library or bookmobile, parks, playground and other places for recreation.	B2. Have each child make a picture of something he would like to have and discuss the different kinds of stores or places where one may get the thing he wants. Use old shoe boxes to make models to represent buildings such as hospitals, schools, grocery stores, and department stores. As each building is added, make appropriate labels.
	B3. Play "If I had a grocery store." Let pupils name foods they would see, find colorful magazine pictures to cut and paste on large chart paper.
	B4. Challenge the pupils to draw from memory on chart paper a map of the block on which the school is located. Show the various buildings and facilities on the block (stores, houses, etc.). If your school is in an open area, use a busy nearby block with which the children are likely to be familiar. It is not likely that the children will remember all the buildings in proper sequence. Take the children for a walk around the block they mapped out as a check on their memory work. Back in class, give them the opportunity to correct and expand the block plan.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of places in the community.	B5. Plan a trip to the fire station or to the neighborhood post office. Consult the officials in charge for their permission and plan with them carefully. They should understand the reason for the children's visit and know a bit of the background information pupils have. Discuss with the children things to look for on the trip. B6. Tour a supermarket. Later, role-play the personnel seen in a supermarket. If possible, arrange tasting sessions to see if pupils can detect differences in products. Is there a difference between the composition of chocolate dairy drink and chocolate milk? B7. See 1S Reading Correlation Chart, Unit IV, Subtopic B (Corduroy). Let the children act out the story as it is read. Give them an opportunity to contribute their ideas. Encourage them to make up stories about adventures Corduroy has in different departments of the large store. Record some of these on tape or on paper so they can be shared with the group at a later time. B8. See 1S Reading Correlation Chart, Unit IV, Subtopic B, for other references. B9. Use *My Community* teaching pictures. B10. Use F: *Living in the City* F: *Big City Houses and Streets* F: *Working in the City* F: *Shopping for Groceries*

Generalizations and Concepts	Suggested Activities and Materials

C. The child becomes aware of workers in the community.

Neighborhood and community groups are a veritable treasure of resources for the classroom. If the youngsters have a good concept of themselves as a community, let them begin to extend the concept to a larger understanding. Stress that just as their school room is a community, there are larger communities such as the entire school and the town or city they live in. Help the children to see that people are contributing to the community in the work that they do, just as the children contribute in the work they do in the classroom.

C1. Discuss some of the community helpers. Take a walk (or bus ride) to visit some of the places in the community, such as the firehouse, police station, post office, stores, etc.

C2. Play a guessing game. One child pantomimes the work of a community helper and others guess what he is doing.

Make (or purchase) paper hats representing the uniform hats of a nurse, a fireman, etc. Then play a game in which the teacher describes a duty of a worker and the child identifies his hat.

C3. Learn songs about community workers:
▽ *Music for Young Americans (Kindergarten)*
"The Delivery Boy," p. 27
"The Laundry Man," p. 23
"The Postman," p. 22
"The Traffic Policeman," p. 23

C4. Invite Officer Friendly (or another policeman)
▽ to talk to the class on ways he helps protect children.

C5. Invite a mailman to visit and ask him to bring
▽ some of his equipment to share with the youngsters.

C6. Encourage the children to paint or draw pictures of ways in which the policeman, the fireman, and the postman help them and their

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of workers in the community.	friends. Make captions for the pictures and display them around the room. C7. Use teaching pictures *School and School Helpers*. C8. Arrange a visit to the neighborhood bakery. Invite the baker to visit your kindergarten and watch the children bake bread. This may mean using the oven in the teacher's room. You might ask a parent who loves to bake to join this activity. C9. Use cardboard boxes to make models of the buildings that house such helpers as firemen, postal workers, doctors, etc. As each building is added, discuss the contributions and responsibilities of each group of workers. C10. Collect pictures of workers in uniform. C11. See *Language Kit A, Unit 5, "Learning About Buildings,"* Teacher's Manual, Picture L-6, p. 98. Encourage the children to dramatize the construction activities by asking, "As we work with blocks today, does anyone want to build a large building?" If toy models of a power shovel, a crane, and a dump truck are available, children might choose to use them. The children may wish to bring their toy construction machines from home.

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of workers in the community.	C12. See *Language Kit A*, Teacher's Manual, p. 227, "*Discussing Other Helpers.*" Use medium cards M-44 through M-51. C13. See 1S Reading Correlation Chart, Unit IV, Subtopic C. C14. Invite the parents to a class exhibit and program prepared by the pupils to show the many different things they have learned. C15. Play a game in which pupils tell or show the kinds of work they would like to do. Encourage the class to dictate a story that begins "When I grow up. . ." C16. The following materials are available from Audiovisual Services: FS: *The Doctor* FS: *Let's Visit the Dentist* F: *The Mailman* SP: *Community Helpers* F: *Everyone Helps in a Community* FS: *Neighborhood Workers*
D. The child becomes aware of laws of the neighborhood and community. *See resource sheets for teaching pictures Children and the Law before beginning this part of Unit 4.*	D1. Use the activities mentioned on the resource sheets of teaching pictures, *Children and the Law*.

Generalizations and Concepts	Suggested Activities and Materials

D. The child becomes aware of laws of the neighborhood and community.

The following areas of learning are thoroughly covered for the understanding of young minds:

Respect for Ownership
Respect for Community Property
Respect for Neighbors' Property
Respect for Authority
Why Safety Rules are Made and Why We Should Obey
Respect for Others
Respect for Animals

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of the cultural identities of children in America.	
This unit is designed to:	
Help child understand that, despite physical and cultural differences, children are more alike than different.	
Make child aware that America is a nation of immigrants, enriched by the diversity of backgrounds from which we hail.	
Help child learn to appreciate the cultural heritage of other children in America.	
One prerequisite for living in our day and age is to be acquainted and at ease with all kinds of people.	
	A1. Use SFS: *Five Children* and SFS: *Five Families* wherever appropriate in this unit.
	If you know that a child in your class is from a family that may have resource material relating to this unit, talk to the family and invite them to visit your class. Explain that you would like to show the class old photos of a family doing things together, any clothing or special costumes, any arts or crafts or music that young children would like.
	A2. Ask interested parents or neighbors if you may bring your class on a walking trip through their place of business or to their home.
	A3. Invite a resource person (in or out of neighborhood) to your kindergarten room to share favorite songs, to play a favorite instrument, or to tell a story to the group. Let the children paint a portrait of this new-found friend.
	A4. Whenever possible, let your class dress up in costumes from these cultures during playtime.
B. The child becomes aware of geo map concepts:	
1. Sees the location of each country on the map (or globe) as discussed.	B1. Use a globe to develop the concept of the shape of the earth. Have pupils point out land and water masses. Stress the fact that blue is the color used for water; other colors show land.

Generalizations and Concepts	*Suggested Activities and Materials*
B. The child becomes aware of general map concepts:	
2. Sees a comparison of size and shape of each country to the United States.	B2. Collect magazine pictures that show bodies of water. Help the children "discover" that the water is colored blue.
	B3. Have the pupils make a picture of a water scene with tempera paint, chalk, crayon, or scraps of blue paper. Point out that blue is the color to be used for water.
	B4. Have same type activity as in B2, showing land. Make a collage and call it "Land is Colorful."
	B5. See *Childcraft*, *Vol. 3*, p. 307, *"The Shape of the Earth."*
	B6. Let each pupil look at the shape of the United States on the map (or glob) in comparison to the country you are talking about. The following comparison might be stressed, "Which country looks bigger?" (or smaller); "Which has the largest bodies of water?"
C. The child becomes aware that cultural heritages influence customs, work, food, language, and physical appearances of children in America.	C1. Learn a poem: *"Some Children Are,"* by Jo Tenjforoslo, p. 95.
Children are asking, "Who Am I?" and "What difference do I make in the world in which I live?" Help them identify	C2. See 1S Reading Correlation Chart, Unit V, Subtopic C.
	C3. See study prints, *Children of America*.

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware that cultural heritages influence customs, work, food, language, and physical appearances of children in America.	C4. Use F: *People Are Different and Alike* ▽ F: *Whistle for Willie* SFS: *Getting Along*
with other cultures in order to feel important and equal.	
Children must learn to assess their world more realistically. Human beings tend to distrust and suspect unfamiliar objects, foods, landscapes, and clothes. Reactions are often stronger when we are faced with strange and new people. Adults must help children learn not to equate "different with bad." Children must be taught that human beings can be widely divergent, yet equal in their dignity.	
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games.	D1. Help the child learn to weave a "rug pattern" as was done by the Indians. Use colorful burlap squares (8"x12") and yarn. Attach a length of yarn to a toothpick or hairpin to form a needle. Show the child how to weave the needle into the burlap and out of the burlap forming a pretty design.
1. Indian-Americans	D2. Make Indian jewelry (necklace) from Indian corn, noodles, macaroni; use food coloring and string to complete this.

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games. 1. Indian-Americans	D3. Make Indian headbands: Cut kraft paper strips 24" long and 2" wide; let children decorate bands with Indian signs such as sun, star, moon, etc. Show them how to cut a feather from a strip (1"x6") of construction paper; to do this fold strip, cut a point at the top and several slits down the sides. Open and fasten to headband, then lap and fasten headband to fit child's head. D4. Use recordings of Indian music for listening pleasure. Distribute rhythm band instruments and let children play along with the record. To extend this activity, let children create a dramatic Indian dance. *Music for Young Americans, p. 105.* D5. Make Indian drums: Collect various sizes of empty coffee cans with plastic lid covers or oatmeal boxes. Let the children decorate the outside of the cans with construction paper, old pieces of fabric or felt scraps. Show children how the Indians used drums to send messages from one place to another. Let children enjoy sending messages with their drums across the room. D6. Let children bring an old blanket from home to dress up in the way the Indians did. D7. With modeling clay, let the child shape and make jars.

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games.	
1. Indian-Americans	D8. Bring in several stalks of Indian corn or any ▽ artifacts of Indian life.
	D9. Make field trip reservation at the Museum of ▽ Science and Natural History on Big Bend Boulevard. Request lesson on Indian life; they will show artifacts and a film.
	D10. Use any available pictures of Indians in their native dress.
2. Black Americans	D11. Play modern recordings which make great use ▽ of rhythms. Encourage pupils to interpret music through body movements. Pupils may also use rhythm band instruments to play along with record.
	BSG D12. See pp. 17-20. Play excerpts from spirituals sung by Marian Anderson. Invite a black St. Louis athlete to visit the room. Read aloud poetry by Langston Hughes and let pupils identify rhyming words.
	BSG D13. Play Match My Feet, p. 97.
	D14. Songs about black folk may be found in *Music* ▽ *for Young Americans, Book 3: "Coming on a Rainbow," p. 119; This is Music, Book 6: "Go Tell It On The Mountain," p. 212,* and *"He's Got The Whole World In His Hands," p. 34.*

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games.	
2. Black Americans	
Contact the Pan-African Student Organization or the St. Louis Committee on Africa for suggestions.	
3. Jewish-Americans	
4. Chinese-Americans	
The dragon is the traditional emblem of China. The game, "Catching the Dragon's Tail," is very popular with Chinese children.	

BS G

D15. For a simple recipe that can be made in the kindergarten with the children see pp. 99-100.

D16. ▽ Invite a person who can show artifacts or demonstrate music and games related to this unit to visit the class.

D17. ▽ Take a walking trip to some black-owned businesses (if some are near). Plan ahead with owners for information that might interest your pupils.

D18. ▽ Use teaching picture *"Jewish-American"* in *Children of America*.

D19. Let children dramatize a Jewish family lighting candles at Hanukkah time. Fold paper oblong for candle, leave center hollow, attach triangle shape to top for flame.

D20. Help the children make Chinese "Coolie Hats." To do this, make a circle, cut 1 radius to the center, bring flaps across the other to form a cone shape, staple two pieces of string, (or yarn), to hat, and tie under the child's chin.

D21. Play "Catching the Dragon's Tail." Have six to eight children (or more) line up in a row, each with his hands on the shoulders of the one in front of him. The first child in line is the dragon's head; the last is his tail. On signal, the head tries to catch the tail. If the head player is able to touch the tail, he may continue to be the head. If any child loses hold of the one

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games.	
4. Chinese-Americans	in front of him, he breaks the dragon's body and the dragon dies. Then a new dragon must be formed -- the head moves to the end and becomes the tail, and the next child in line becomes the head player. You may wish to have several dragon lines at once. From *Children Around the World -- Games and Other Activities*.
	D22. On a long sheet of shelf paper, draw and color a dragon. His mouth should be open and a hole cut out so that a rice bag (similar to a bean bag) can be thrown into his mouth.
	D23. Using modeling clay and tempera paint, let the children make dragons (small table models). Let them take the dragons home.
	D24. Chinese children like to play a game in which they try to keep a shuttle-cock in the air by kicking it with their knees. Children will enjoy more success using a balloon; the object of the game is to keep the balloon from touching the floor. Divide group into several circles (standing) of no more than six children in each. There should be one balloon per circle.
5. Mexican-Americans	D25. Mexican-Americans: The children might enjoy a Mexican fiesta. The kindergarten room (or a portion of it) could be decorated with gourds, Indian corn, and baskets the children bring from home.

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games. 5. Mexican-Americans	D26. ▽ Display pictures or models of pottery for children to see in order to know how to shape various pots and jars and how they should look when finished. The children can make all kinds of clay jars, pots, and dishes and paint them in gay colors to display in their "market place" stalls. D27. The children may wish to make sombreros and portray a "market place" with their wares to sell. D28. ▽ Play Mexican music for background before school and at recess. During music time, the rhythm band instruments could play along with the recording. Tambourines, rhythm sticks, and wood blocks make a satisfying accompaniment. D29. ▽ Prepare tacos, available at most frozen food sections of supermarkets. Serve small pieces for tasting. D30. Piñata: Children will enjoy helping to make a Mexican piñata. Bring in a large paper bag, fill it with candy and other goodies, staple the end closed. Let a small group paint the bag. Cut a large circle from construction paper, attach a triangular-shaped bird beak and staple to front of bag. Add streamers of various colors for a tail. Explain that the bird is special to Mexicans. Hang in an open space in your room and let the children enjoy hitting it with a stick until it bursts.

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games.	
6. Italian-Americans	
The Leaning Tower of Pisa will be of interest to the children. Explain that it is a mystery to all why the Tower of Pisa has not fallen.	D31. Display pictures and posters of Italy. ▽ D32. Pupils might like to build their own towers (with blocks) to see how far they will lean before they fall. D33. Play lively Italian folk music for skipping and other rhythm activities. ▽ D34. Play "The Wet Handkerchief Game." One child is chosen to be "It." The rest line up, one behind the other. Holding a handkerchief in his hand, "It" goes to the first child in line and says, "The wet handkerchief has come to you." The child will answer, "Let it come. I won't laugh, I won't cry, and I won't kiss it." "It" tries in every way to make the child laugh. But he can only touch the child's face or head, and only with the handkerchief. If "It" does not succeed in making the player laugh, he must go on to someone else in the line. The child who laughs must pay a penalty. From *Children Around the World -- Games and Activities*.
7. Puerto Rican-Americans	D35. If there is a Puerto Rican family or a place of business in your neighborhood, arrange a visit. ▽ D36. A favorite Puerto Rican food is *arraz con pullo* (rice with chicken). Substitute chicken and rice soup. Serve in small paper cups. ▽

Generalizations and Concepts	Suggested Activities and Materials
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games.	
7. Puerto Rican-Americans	D37. Play a game (similar to London Bridge), "The Viper From the Sea" (*La Vivura de la Mar*). Two children face each other holding hands clasped high. The other children pass through in line singing "To the Viper, to the Viper, From the sea I should go through here, I will go through here." At the end of the song, those caught will take places of children clasping hands and game continues. From *Children Around the World -- Games and Activities*.
8. Other Americans	D38. Invite parents and others of various backgrounds (preferably old people) to share a family photo, talent, language with the children.
Stress the fact that our country is made up of people from practically every land. We are the melting pot of the world.	D39. Bring some assorted cheeses and French bread so that each child may taste. If there are places of business (such as a cheese store, a French pastry shop, a German bakery) arrange a visit.
Other American groups contribute cultural heritages from countries such as France, England, Germany, Ireland, Sweden, Denmark, Finland, Switzerland, and Scotland.	D40. Sing a song that French children sing, "My Great Aunt Lives in Tours" (similar to "Old MacDonald Had a Farm). The children sit informally on the floor and repeat the words of the rhyme in chorus, making appropriate sounds after each animal named:

Generalizations and Concepts	*Suggested Activities and Materials*
D. The child shares in a cultural experience through art, crafts, music, rhythms, and games. 8. Other Americans	"My great aunt lives in Tours, In a house with a cherry tree, With a little mouse (squeak, squeak), And a great big dog (bow wow), And a tabby cat (meow, meow), And a speckled hen (cluck, cluck), And a small pink pig (oink, oink), And a spotted cow (moo, moo)," Add other animals to the jingle. From *Children Around the World -- Games and Other Activities*.

PRIMARY I

PRIMARY I	2S	Ready to Roll
UNIT 1: A HEALTHY SELF-IMAGE		
A - The child identifies himself.	S.P.B. - A Bird Can Fly, (Set B) (comparison of things animals can do with things children can do) BK. 7 - Victor Makes a TV, pp. 2-16 (hobbies, interests) S.P.B. - Paper Bag Animals, (Set B) S.P.B. - What Could You Make?, (Set A)	Pupil's Text - How To Make a Puppet, pp. 18-20 Pupil's Text - How To Make a Cutout, pp. 86-88
B - The child recognizes his physical characteristics.	BK. 2 - Head to Feet, pp. 2-24 Sb. - Head to Feet, p. 25	
C - The child compares himself with other people.	S.P.B. - Peanut Shell Puppet, (Set B) (different children in a group) Sb. - School Parade, pp. 4 and 5 (children and people in a parade) R.A.L. - Who Am I? (children from different cultures identify themselves)	Pupil's Text - Wild Animals at the Zoo, pp. 18-20 (people at the zoo)

	3S	Rolling Along	4S
	UNIT 1: A HEALTHY SELF-IMAGE		
A	S.P.B. - Dave's Tricks, (Set B) (tricks (tricks that a boy can do) Sb. - Let's Make a Pig, p. 49 (something child can do) BK. 2 - Tents, pp. 5-32 (children make tents) BK. 4 - Abracadabra, pp. 2-16 (boy does magic tricks) BK. 6 - A Place to Paint, pp. 2-16 (girl likes to paint)		P.B. 9 - The Circus Book, p. 42 Poem: I Want to be a Clown
B	R.A.L. - Left, Right, Left, Right! (girl learns to recognize right and left hand)	R.W. - p. 11 (body parts identified)	
C	S.P.B. - Guess What It Is?, (Set B) BK. 4 - Abracadabra, pp. 2-16 (about a Mexican boy; also shows other children) BK. 2 - Tents, pp. 5-32 S.P.B. - You Can Make Music, (Set A) (children in a school and neighborhood group) S.P.B. - A Dime, (Set A)	P.B. - Mystery at the Old Shack, pp. 53-58 (adventures of two black boys and a white boy)	P.B. 3 - Red and Blue Mittens, pp. 2-16 (about a black girl; includes pictures of her mother, home, and friends) P.B. 1 - A Bad Day for Benjamin, pp. 1-16 (can be used in comparing likes and dislikes of children) P.B. 4 - Henry's Choice, pp. 2-16 (a Mexican boy)

PRIMARY I	2S	Ready to Roll
UNIT 2: FAMILY IDENTIFICATION AND FAMILY NEEDS		
A - The child becomes aware of his family structure.		Pupil's Text - Where's Wendy?, pp. 78-84 (pictures of a family)
B - The child becomes aware of his family size.		
C - The child becomes aware of family jobs at home and outside of the home.		Pupils Text - Bill and Jill, pp. 71-76 (putting away things at home)
D - The child increases his understanding about the various types of food.		

	3S	Rolling Along	4S
	UNIT 2: FAMILY IDENTIFICATION AND FAMILY NEEDS		
A			
B			
C	Sb. - Don's Job, pp. 56-57	P.B. - A New Place for Old Comic Books, pp. 33-40 (children clean up a room)	Sb. - Why Or What?, p. 48 (pictures of a mother fitting her daughter's dress and taking care of a sick boy) Sb. - Finish the Sentence, p. 36 (pictures of a father repairing a car and a mother making a dress)
D	BK. 7 - Sammy's Supper, pp. 2-16 BK. 8 - The Great Big Enormous Turnip, pp. 2-32 BK. 9 - The Popcorn Book, pp. 2-16 (how popcorn grows) Sb. - Jack's Corn, pp. 22-23 R.A.L. - Mr. Picklepaw's Popcorn	Sb. - At Home, p. 20 (pictures of food) P.B. - Coats for Katie and Carmen, pp. 23-29 (two children go to a grocery store) P.B. - How to Get an Ice Cream Cone, pp. 93-99	R.A.L. - Dragon Stew (about a king who is fond of eating; a variety of food shown) Sb. - The Queen's Stew, p. 6 Sb. - Which Title?, p. 7 (an animal dinner) Sb. - Mike Goes Fishing, p. 8 Sb. - Finish the Sentence, p. 68 (making cookies) S.P.B. - The Sad Sliced Onion, (Set B)

PRIMARY I	2S	Ready to Roll
UNIT 2: FAMILY IDENTIFICATION AND FAMILY NEEDS		
E - The child becomes aware of the types of clothing worn by his family and himself.		
F - The child becomes aware of shelter and homes.	BK. 8 - Ten Little Bears, pp. 2-24 (different rooms in a house) Sb. - p. 15 Practice Pad - Backyard, p. 11 (back view of some homes) Practice Pad - Moving Day, p. 31 (family and homes) S.P.B. - The Yellow Box, (Set B) (inside of a house) Sb. - Moving Day, p. 37	Pupil's Text - Goldilocks and the Three Bears, pp. 5-17 Pupil's Text - City Child, pp. 28-30 (boy lives in an apartment)
G - The child becomes aware of recreation for the family.	R.A.L. - The Sky Dog (adventures of a boy and a lost dog at the seashore)	R.W. - The Smiths Go to the City, pp. 42-43
H - The child becomes aware of rules for his family.		

	3S	Rolling Along	4S
	UNIT 2: FAMILY IDENTIFICATION AND FAMILY NEEDS		
E			Sb. - Which Sentences?, p. 23 (winter clothes)
F	BK. 5 - The Three Little Pigs, pp. 2-32	P.B. - The Little Old Woman and How She Kept Her Geese Warm, pp. 7-17 (pictures of a woman's house	
G	S.P.B. - Lots of Cats, (Set A) (painting pictures at home) Sb. - Which Title?, p. 29 (preparing for and taking a bus ride) Sb. - The Fishing Trip, pp. 44-45		
H			

PRIMARY I	2S	Ready to Roll
UNIT 3: A HEALTHY SCHOOL IMAGE		
A - The child identifies his school.		R.W. - p. 18 (picture of a school)
B - The child learns about routes to the school and develops some understandings of traffic signs and traffic safety.		
C - The child takes a look at the exterior and interior of his school.	Sb. - School Parade, pp. 4 and 5 Practice Pad - School Parade, p. 1 Practice Pad - The Principal's Office, p. 43 Sb. - The Principal's Office, p. 49	
D - The child recognizes school helpers.		
E - The child becomes aware of the need for school rules.		
F - The child becomes aware of the activities of his school.	Sb. - School Parade, pp. 4 and 5	Pupil's Text - Where's Wendy?, pp. 77 pp. 77-84 (school play)

	3S	Rolling Along	4S
	UNIT 3: A HEALTHY SCHOOL IMAGE		
A		Sb. - p. 9 (picture of a school)	
B			
C			Sb. - p. 17 (picture of a school room)
D			
E			
F	S.F.B. - You Can Make Music, (Set A)	P.P. - How to Make a Helicopter, pp. 76-78 P.B. - How to Make a Sock Puppet, pp. 18-19 P.B. - Tony's Surprise, pp. 85-89 (show and tell)	S.P.B. - Paper Lanterns, (Set B) (illustrations and directions for making paper lanterns) P.B. 9 - The Circus Book, "Start with a Box," pp. 43-48 (making a clown) Sb. - Let's Make a Snowman, p. 22 (using toothpicks and marshmallows)

PRIMARY I	2S	Ready to Roll
UNIT 3: A HEALTHY SCHOOL IMAGE G - The child becomes aware of reasons for and significance of holidays.		
UNIT 4: THE NEIGHBORHOOD A - The child becomes aware of people in the neighborhood.	Sb. - After the Storm, pp. 52, 53 (working together to clean up neighborhood after a storm)	
B - The child becomes aware of places in the neighborhood.	S.P.B. - We Like Colors, (Set A) (shows a clothing store, a toy store, and a candy store) R.A.L. - Quiet! There's a Canary in the Library	Pupil's Text - A New Home for Melvin, pp. 21-27 (a mouse moves about the neighborhood) Pupil's Text - City Child, pp. 28-30 R.W. - pp. 13-16 (a map of places in a neighborhood)
C - The child compares his neighborhood with other neighborhoods.		R.W. - pp. 31-33 (a boy's neighborhood)

	3S	Rolling Along	4S
F	UNIT 3: A HEALTHY SCHOOL IMAGE		Sb. - The Clown Show, p. 38 S.P.B. - What Did Bruce Make?, (Set A) (boy makes a clown) R.A.L. - The Guinea Pigs That Went to School (children study about guinea pigs)
G			
A	UNIT 4: THE NEIGHBORHOOD		P.B. - Judy's Elephant, pp. 24-37 (neighborhood children have a parade) S.P.B. - John and His Drum, (Set A) (pictures of a family, a teacher and construction workers)
B	R.A.L. - Hello Henry	R.W. - pp. 28-30 (a grocery store) R.W. - p. 35 (a room in an apartment house used as a library) R.W. - p. 44 (pictures two apartment houses and one house)	S.P.B. - John and His Drum, (Set A) (pictures of a vegetable stand, a home, a school room, a park and a construction site) Sb. - Can You Guess?, p. 34 (describes some things in a bakery)
C			

PRIMARY I	2S	Ready to Roll
UNIT 5: THE COMMUNITY		
A - The child becomes aware of the people in his community.	S.P.B. - Firemen, (Set A) Sb. - p. 23 Practice Pad - The Gas Station, p. 19 BK. 1 - The Bus Ride, pp. 1-24 (relates to bus driver and school bus) BK. 9 - Riddles, "Why do firemen wear red suspenders?", p. 7	R.W. - A Policeman, p. 9 (relate to Officer Friendly)
B - The child becomes aware of the places in his community.	BK. 5 - Rudy's New Red Wagon, pp. 2 and 3, 8 and 9 (boy takes his wagon to places in the community) S.P.B. - Mr. Jumble at the Zoo, (Set B) Sb. - Places, pp. 6 and 7 Sb. - Movie Theater, p. 75	Pupil's Text - Wild Animals at the Zoo, pp. 43-60 R.W. - pp. 13-16 (places in neighborhood map)
C - The child becomes aware of industries in the community.		
D - The child becomes aware of rules and laws necessary to make the community a safe and pleasant place in which to live.		Pupil's Text - The Little Red Hen, pp. 63-70 (the need for working together)

	3S	Rolling Along	4S
	UNIT 5: THE COMMUNITY		
A	R.A.L. - Snow (pictures of a postman, a farmer, a policeman, children and houses in a rural community during winter and spring)		Sb. - Why?, p. 52 (a boy goes to the doctor) Sb. - Which Title?, pp. 56-57 (circus people during the winter) P.B. - The Circus, pp. 6-22 (about circus people)
B		P.P. - More About Helicopters, pp. 72-75 (how a helicopter is used to help people)	P.B. 4 - Henry's Choice, pp. 2-16 (includes a picture of a pet shop) P.B. 8 - The Circus Book, pp. 6-22 (about circus people and activities) Sb. - Can You Guess?, p. 59 (sounds heard inside of a clock shop) S.P.B. - A Trip to the Beach, (Set B)
C	S.P.B. - The Parade, (Set B)		S.P.B. - A Trip to the Beach, (Set B) (safety signs)
D			

PRIMARY I	2S	Ready to Roll
UNIT 6: DIFFERENT CHILDREN AND CULTURES IN AMERICA A - The child becomes aware of Chinese-American children and of China. B - The child becomes aware of Italian-American children and Italy. C - The child becomes aware of Mexican-American children and of Mexico. D - The child becomes aware of Puerto Rican-American children and of Puerto Rico. E - The child becomes aware of Indian-American children and life in an Indian village. F - The child becomes aware of Jewish-American children and the Jewish heritage. G - The child becomes aware of Black-American children and of Africa.	S.P.B. - Five in a Line, (Set A) (about a black family) BK. 2 - Head to Feet, pp. 2, 4, 8, 23, 24 (children from other cultures) S.P.B. - Glass Jars, (Set B) (about a Mexican family) R.A.L. - Who Am I? (children from different cultures identify themselves -- there is a picture of each child)	Pupil's Text - Wild Animals at the Zoo, pp. 43-60 (people at a zoo)

	3S	Rolling Along	4S
	UNIT 6: DIFFERENT CHILDREN AND CULTURES IN AMERICA		
A	S.P.B. - A Dime, (Set A) (about three black children)		P.B. 3 - Red and Blue Mittens, pp. 2-16 (about a black girl; includes pictures of her mother, home and friends)
B			P.B. 4 - Henry's Choice, pp. 2-16 (about a Mexican boy)
C			S.P.B. - A Trip to the Beach, (Set B) (a black family goes to the beach)
			R.A.L. - Mieko (about a Japanese girl who lived in Los Angeles)
D			R.A.L. - What Mary Jo Wanted (about a black girl; includes pictures of her family)
E			
F			
G			

PRIMARY I	2S	Ready to Roll
UNIT 6: DIFFERENT CHILDREN AND CULTURES IN AMERICA H - The child becomes aware of other American children and the countries from which their ancestors came: England, Ireland, Scotland, France, Germany, Switzerland.		

	3S	Rolling Along	4S
H	UNIT 6: DIFFERENT CHILDREN AND CULTURES IN AMERICA		

MATERIALS FOR PRIMARY I SOCIAL STUDIES

Teaching Pictures

CHILDREN AROUND THE WORLD

HOLIDAYS

SAFETY

BLACK AMERICA YESTERDAY AND TODAY

MY COMMUNITY

CHILDREN AND THE LAW

HOME AND COMMUNITY HELPERS

FOOD AND NUTITION

TRANSPORTATION

CHILDREN OF AMERICA

CHILDREN AROUND THE WORLD -- GAMES AND OTHER ACTIVITIES

Sound Filmstrip Kit

FIVE FAMILIES

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child identifies himself.	A1. Stand before the class and tell name, address, and telephone number. A2. Encourage each child to tell anything about himself that he wants to: ▽ 1. Likes and dislikes 2. Hobbies, special interests, and talents 3. Things about his family 4. Goals (what he wants to do now and what he wants to do when he grows up) A3. Make "My Own Story Book" or "A Book About Me," with direction and assistance from teacher as necessary. Staple together seven sheets of manilla drawing paper. On the cover print the title. Ask each child to draw these things: a self portrait and sign it underneath. a picture of his family and write their names. a picture of his home. a picture of his friends. a picture of his school. a picture of what he likes to do best. On the back paste a snapshot of himself, if available. Compare self-portrait and snapshot (this is what I usually look like.) Take turns reading and showing books to each other.

Generalizations and Concepts	Suggested Activities and Materials
A. The child identifies himself.	A4. Play "Faces in the Mirror." Choose a child to stand before the class, look in a mirror and make a frown, grin, etc. The children will consider this activity a game, but they will be learning the meaning of such words as: frown sneer sad grin yawn angry happy smile wide-eyed A5. Take turns making faces in a mirror before the class while the other children describe each expression. A6. Look through old magazines for pictures of favorite foods (e.g., spaghetti and hot dogs). Make a booklet "My Favorite Foods," or "Things ▽ I Like to Eat." Encourage children to compare booklets and to look for similarities and differences in food preferences.
B. The child recognizes his physical characteristics.	B1. Bring in a hand mirror and let each child experiment with it. ▽ The mirror can be supported against the chalkboard or some other accessible child's eye-level place. Let the children take turns looking into the mirror and telling what they can see, in addition to their own faces, from different positions and angles. On the chalkboard, make a list of the things most mentioned.

Generalizations and Concepts	*Suggested Activities and Materials*
B. The child recognizes his physical characteristics.	B2. The children discuss their different physical features, heights, and sizes. Line up to compare heights (e.g., line starts with the shortest child and ends with the tallest child). B3. After talking about how he looks, each child draws a picture of his entire body. Show pictures to class and discuss. Place pictures on a bulletin board or put in a scrapbook for further use. B4. Show children how to make paper bag puppets. ▽ Each child selects pieces of colored construction paper; he draws and cuts out pictures of his eyes, nose, mouth, ears, and hair. Paste these cut-out parts on a paper bag so that it resembles his face and hair. Use paper bag puppets for role playing. B5. Trace around hands with a crayon on colored art paper; print name on paper. Display hand ▽ prints around the room or make a "Touch" bulletin board. B6. Compare hand size with those of other children. Identify left and right hand and show which hand he uses for writing. B7. Show how hands are used to do the following: comb hair; wash face; put on clothing; brush teeth; zip, tie, button and snap clothing, shoes, or boots. B8. Sing, "Where is Thumbkin?"

Generalizations and Concepts	Suggested Activities and Materials
C. The child compares himself with other people. *Stress that despite physical differences, all children are more alike than different.*	**C1.** Look at the other children in the classroom. Let each child talk about how he is like some of the children and how he differs from others. **C2.** Compare physical features, height, and size to those of the other children. Compare likes, dislikes, hobbies, interests, talents, and goals. **C3.** Let each child draw or paint a picture of himself. Place pictures on a bulletin board. **C4.** Look at the pictures, observe and discuss likenesses and differences. **C5.** ▽ Let each child make a "life size" figure of himself. As he lies on his back on a piece of brown kraft paper, trace around his body using a black crayon. He cuts out his body outline and paints in his own physical features, clothing, socks and shoes. Display the pictures around the room.

Suggested Audiovisual Materials

Films

PEOPLE ARE DIFFERENT AND ALIKE

JUST ONE ME

YOURS, MINE, AND OURS

Generalizations and Concepts	Suggested Activities and Materials
A. The child becomes aware of his family structure.	BSG Use as an introduction to this unit, *The Family*, p. 6.
The theme of the family as a group should be emphasized through a variety of bulletin board activities which show different family members. The teacher should make labels for each family member. The child can assist in attaching flannel backing to pictures and labels. The child can also assist in matching words to pictures.	A1. Identify the members of his family. Make "My Family" booklets and include pictures of all family members. Talk about the pictures and identify his parents, sisters, brothers, other relatives or guardians who live with him. A2. Draw or paint a large picture showing all family members at home. A3. Display these pictures on a bulletin board to show diversity in family group structure. Let the children talk about the pictures and see that some families have more people in them than others. A4. Make a paper bag puppet of one of his family members.
B. The child becomes aware of his family size.	B1. Tell how many members there are in his family and who they are. B2. Count the number of people in some of the other families in the pictures on bulletin board. B3. Bring in snapshots of family members to share and display.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of his family size.	B4. Cut pictures from magazines of men, women, and children of various ages. Paste individual pictures on cardboard backing. Put the pictures in random order.
	B5. Select family groupings according to teacher or pupil directions such as, "Pick out a family made up of a mother, a father, and a daughter."
	B6. Write numbers (1-15) on the board, or put numbers on the flannelboard. Select the number that answers the question: "How many members of your family live with you?"
C. The child becomes aware of family jobs at home and outside of the home.	C1. Role-play different family jobs such as the jobs mothers do around the house (cooking, house cleaning).
	C2. Look at pictures of family members performing various jobs and talk about the jobs. Answer the following questions: What jobs do your mothers do at home? Away from home? What jobs do your fathers do at home? Away from home? What are some of your jobs?
	C3. Invite a mother and/or father to school. The ▽ parent will tell about his job. The class will ask follow-up questions about the jobs.

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child becomes aware of family jobs at home and outside the home.	BSG C4. Read aloud, *"Families in Ancient Africa,"* pp. 7-8. BSG C5. Read aloud, *"Living in Africa Today,"* pp. 11-12.
D. The child increases his understanding about the various types of food.	D1. Cut out or draw pictures of food each child enjoys eating. Name the food and arrange the pictures into food groupings, such as fruit and vegetables. D2. Talk about where different food comes from. Look for pictures of places where food can be obtained (e.g., bakery, fruit and vegetable market, and supermarket). D3. Bring in labels from food cans, boxes, and packages; these can be used to make food charts. D4. Look at pictures of different foods in the Level 1S Pupils' Book A, *I Like Food*, pp. 2-16. D5. Arrange a class store. Empty food cans, packages, and boxes for the store can be brought in by the children. The teacher can provide a toy cash register and play money. Each child will have a chance at role-playing as storekeeper and/or customer. Correlate this activity with mathematics to give the child practice in counting money.

Generalizations and Concepts	Suggested Activities and Materials
D. The [illegible] increases his understanding about the various types of food.	D6. Bring some fruits and vegetables into the classroom for touching, smelling, and tasting. D7. Visit the neighborhood confectionery. D8. Take a trip to the supermarket to observe the various departments and the kinds of goods for sale in each department. Write stories about the trip and draw pictures about the stories. D9. Draw pictures of and talk about favorite foods; talk about the food children have seen grown in a garden or on a farm. D10. Encourage children to tell about family fishing or hunting trips. Cut out magazine pictures of people hunting and fishing. D11. Encourage children to tell about restaurants and eating places where they like to eat. D12. Read aloud and discuss *"Food"* and *"Foods in America,"* pp. 99, 100. D13. Use *Food and Nutrition* teaching pictures and resource sheets.

Generalizations and Concepts	*Suggested Activities and Materials*
E. The child becomes aware of the types of clothing worn by his family and himself.	E1. Name and tell about the special clothing needed to wear on a rainy day. a cold, snowy, winter day. a hot, summer day. a cool, windy day. ▽ Bring out the fact that weather affects the type of clothing people wear. E2. Draw pictures to illustrate those days and the clothing to be worn. E3. Describe the clothes he is wearing by naming them, stating their color, telling where he got them, and telling how they feel to him. E4. Tell about how he helps take care of his clothes, how mother or other family member takes care of his clothes. E5. Talk about the type of clothes he and his family like to wear; draw pictures showing those types of clothes. E6. Name and draw pictures of the places where families shop for clothing. E7. Cut out pictures of clothing from magazines and newspapers; use these pictures to make clothing charts.

Generalizations and Concepts	*Suggested Activities and Materials*
E. The child becomes aware of the types of clothing worn by his family and himself.	E8. Bring in samples of different materials for the class to see, feel, and study.
F. The child becomes aware of shelter and homes. *Shelter is a basic family need. Families need shelter for protection from weather and dangers. Family homes differ within a culture (wood frame houses without plumbing or electrical facilities in some farming areas to ultra-modern homes in some suburban areas). Family homes vary from culture to culture (the Chinese houseboats in China to the Eskimo igloos in Alaska).*	F1. Display pictures of different places used for shelter: houses, apartments, mobile homes, trailers, duplexes, project units, hotels, motels. Tell where different types of shelter are located. F2. Describe the different types of homes in the neighborhood, community, and city. Each child selects pictures which most resemble his home. Compare family homes and tell how they are alike and how they are different. F3. Look in old magazines for pictures of homes; cut out the pictures and paste them in a scrapbook. F4. Let each child draw or paint a picture of his home and put the picture on a bulletin board. F5. Discuss the different materials from which homes are built. Read the story about "The Three Little Pigs." Explain the differences in the houses and why only one lasted very long. Let the children role-play the story. F6. Walk around the school block and observe the different homes. Make a mural illustrating the homes in the neighborhood.

Generalizations and Concepts	*Suggested Activities and Materials*
G. The child becomes aware of recreation for the family.	G1. Initiate class discussion about recreation. ∇ What is recreation? Name some things that we do for recreation. What are some recreational activities and where do these things take place? G2. Look in old magazines for pictures showing people participating in recreational activities. Paste the pictures on construction paper and make them into a booklet. Discuss booklets with the class. G3. Show pictures of recreational activities from ∇ magazines, library books, post cards, and class reading books. G4. Invite community resource people to visit the ∇ class and tell the children about the recreational activities and places available in their neighborhood and community. G5. Tell about places families have visited during vacation. G6. Draw pictures to illustrate the things children like to do for recreation (swimming, reading, camping, skating, bicycle riding). G7. Bring vacation "souvenirs" to show and tell about to the class.

Generalizations and Concepts	Suggested Activities and Materials
G. The child becomes aware of recreation for the family.	G8. Children and teacher bring in snapshots of people, places, and things taken while sightseeing or touring interesting places. Talk about the snapshots.
	G9. Take a field trip to a neighborhood recreational center.
	G10. Let each child talk about his hobbies.
	G11. Tell about the social groups to which families belong (e.g., Boy Scouts, Y.M.C.A., church groups).
	G12. Tell about and draw pictures illustrating "Week-End Activities" (e.g., a family camping trip, a baseball game, a movie).
	G13. Tell about and paint pictures illustrating summer vacation activities.
	G14. Tell about some favorite movies.
	G15. Tell about favorite television programs and draw draw pictures illustrating some of these programs.
	G16. Talk about radio programs that families enjoy listening to.

Generalizations and Concepts	*Suggested Activities and Materials*
H. The child becomes aware of rules for his family.	H1. Tell about special family rules. H2. Explain how family and school rules work together. H3. Role-play mother telling a family rule (e.g., one rule might be: change clothes and do homework before going out to play or watching television). H4. Make a picture list of family rules. The list might include: each family member doing a job at home; each family member sitting down to eat dinner at a certain time. H5. Tell why a family needs rules. H6. Tell what would happen if a family had no rules. H7. Tell about the safety rules which should be observed. Some of these rules might include: Walk, don't run, across street. Don't play in street. Don't run in street after ball. Look both ways before crossing street. Cross street at the corner. Don't play with matches or fire. Don't invite strangers into house. Be sure to close gates and doors. Don't talk to strangers.

Generalizations and Concepts	*Suggested Activities and Materials*
H. The child becomes aware of rules for his family.	H8. Make a poster illustrating a family rule. H9. Discuss family rules with the children.

Suggested Audiovisual Materials

Films

WHY WE USE MONEY: THE FISHERMAN WHO NEEDED A KNIFE

Filmstrips

THE NEW BABY
LITTLE RED RIDING HOOD
PETER RABBIT

Sound Filmstrips

ROBERT AND HIS FAMILY SERIES
Robert and Father Visit the Zoo
Robert Goes Shopping
Robert's Family and Their Neighbors
Robert's Family at Home

GETTING ALONG WITH FAMILY
CHUCK LEARNS ABOUT SHARING

Generalizations and Concepts	Suggested Activities and Materials
A. The child identifies his school.	BSG Use as an introduction to this unit, *The School*, pp. 24, 25.
	BSG A1. Read aloud *"Schools in Modern Africa,"* pp. 26, 27; suggested activities, p. 27.
	A2. Draw or paint a large picture of the school; copy the name of the school under the picture.
	A3. Practice writing and saying the name of the school.
	A4. ▽ Write the school address on the chalkboard; go over the numbers and street name with the children.
	A5. ▽ Make one large picture of the school; write the school name and address on the picture and mount it somewhere in the room for further use.
B. The child learns about routes to the school and develops some understandings of traffic signs and traffic safety.	B1. ▽ Display pictures of a traffic signal and traffic signs or draw them on the board. Make a traffic signal of construction paper.
	B2. BSG Talk about the traffic signal and signs. Explain what each light color on the traffic signal means and what to do in response to each light in order to cross the street safely. Read the story of Garrett A. Morgan, pp. 68, 69.
	B3. Give directions to be used when crossing the street.

Generalizations and Concepts	Suggested Activities and Materials
B. The child learns about routes to the school and develops some understandings of traffic signs and traffic safety.	B4. Display pictures and give the names of people who direct traffic. Discuss duties those people perform. B5. Tell why it is important to obey the patrol boy, school crossing guard, and traffic policeman. B6. Draw pictures of the patrol boy, traffic policeman, and school crossing guard. B7. Demonstrate the proper way to cross the street. B8. Role-play the traffic policeman, the patrol boy, and the school crossing guard. B9. Let each child tell whether he lives far from or near the school and whether he walks or rides to schools. B10. Name some of the streets on the route to school; describe the location of those streets. Are those streets near or far from school? B11. Name and describe some of the familiar places near school (the confectionery down the street, the shoe shop around the corner). B12. Observe and talk about the traffic signs on the blocks around the school. B13. Make a poster illustrating a traffic safety rule.

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child takes a look at the exterior and interior of his school.	C1. Tour the outside of the school and the school grounds. Show the children the doors and play area to use and the proper place to cross the street.
	C2. Discuss ways to keep the school building, playground, and classroom clean, attractive, and pleasant places to work and play.
	C3. Describe the school playground and the kind of play equipment on the playground.
	C4. Draw pictures to illustrate ways to have fun on the playground.
	C5. [illegible]icipate in class discussions of playground [illegible]ety rules.
	C6. Tell why it is important to have playground safety rules and why it is necessary to obey the rules.
	C7. Tour the inside of the school building. Point out the principal's office, nurse's office, boys' and girls' lavatories, lunchroom, drinking fountains, classrooms, halls, entrance and exit doors.
D. The child recognizes school helpers.	D1. Display *Home and Community Helpers* (teaching pictures).

Generalizations and Concepts	Suggested Activities and Materials
D. The child recognizes school helpers.	D2. Observe and talk about jobs of school helpers such as the school nurse, doctor, clerk, delivery man, and repairman. D3. Role-play the work of school helpers such as the patrol boy, the lunchroom worker, the teacher, the bus deiver. D4. Collect from magazines pictures of school helpers. D5. Draw or paint pictures of school helpers. D6. Develop a story about school helpers for a chart or bulletin board. D7. Draw a picture of the teacher and write teacher's name under the picture. D8. Draw pictures about the things the teacher does every day to help children. D9. Participate in the Officer Friendly program in the classroom. See and talk with Officer Friendly, become aware of the uniform, special equipment, and police car. Color the pictures in the Officer Friendly Activity Book. Discuss ways Officer Friendly and other policemen help people; draw pictures to illustrate these ways. Draw a picture of Officer Friendly. Tell why policemen are important to the family, the neighborhood, and the community. Tell what each one can do to help the police department.

Generalizations and Concepts	*Suggested Activities and Materials*
E. The child becomes aware of the need for school rules. The child learns about his school's rules. The child realizes that is is important to obey school rules.	E1. Use *Children and the Law* teaching pictures and resource sheets. E2. Discuss rules for the classroom. (For example, a class rule might be for each child to raise his hand before speaking in class). E3. The children will help the teacher formulate rules for their class. E4. List class rules on newsprint and put this somewhere in the classroom where the class can use it to remind them of their rules. E5. Invite a patrol boy to speak to the children about school and safety rules. E6. Discuss rules for everyone in the school building. Direct emphasis to the need for safety: no running in the building, don't push to be first in line, and other rules which the teacher feels are important and should be included. E7. Tell about the safety rules to observe at school. Some of these rules might include: Be on time for school. Play in the assigned play area. Use the assigned doors for entering and leaving school. Don't leave the school yard without permission. Don't go out of the school yard during recess.

Generalizations and Concepts	*Suggested Activities and Materials*
E. The child becomes aware of the need for school rules.	Never leave the school building with a stranger. Obey the patrol boys and school crossing guard. Cross streets only at the corners and look both ways before crossing. Walk, don't run, across the street. Don't push or jump in front of others in line. Wait for your turn at the drinking fountain. E8. Display pictures of children riding on school buses. Talk about safety rules for children who ride on a school bus. E9. Discuss why it is important to obey school rules. Discuss what happens if school rules are not obeyed. E10. Invite the principal to the classroom to talk about school rules. There should be a question and answer period following his talk. E11. After discussion, make a picture scrapbook or poster illustrating school rules.
F. The child becomes aware of the activities of his school. *Explain that school is a place where children learn to share experiences and to work with others.*	F1. Tour the classrooms in the school building. Observe the activities, bulletin boards, and things of interest in each room. Visit the school office, the nurse's office, and the doctor's office. Observe the things that happen there.

Generalizations and Concepts	*Suggested Activities and Materials*
F. The child becomes aware of the activities of his school.	F2. Draw a picture illustrating learning activities in the room. F3. Participate in extra school activities (e.g., Cub Scouts, Brownies, baton twirlers). F4. Make room decorations for holidays. F5. Make decorations for and participate in the school parade and picnic. F6. Participate in school assembly programs either as a good listener or as an active participant. F7. Invite parents to visit the school and room.
G. The child becomes aware of reasons for and significance of holidays.	G1. Use *Holidays* teaching pictures for reference material and some suggested activities. G2. Create a special day theme for the class; make bulletin boards and decorate the room to depict each holiday. G3. Make holiday decorations for the classroom. G4. Learn about the meaning and significance of each holiday or special day. G5. Visit special places near holidays (e.g., a trip downtown to see Christmas window displays and decorations).

Explain the significance of each holiday and do special activities near that holiday or special day.

Generalizations and Concepts	Suggested Activities and Materials
G. The child becomes aware of reasons for and significance of holidays.	G6. Make a special day costume, e.g., a paper bag mask and a simple outfit for Halloween.
	G7. Make banners, sign, flags, and a simple outfit for the school parade.
	G8. Have a Halloween parade around the school block wearing Halloween costumes.
	G9. Invite resource people to visit the class to give ∇ information about special days (e.g., a fireman during National Fire Prevention Week, a mother near Mother's Day, and "Santa" near Christmas).
	G10. Read stories and playlets about holidays or spe- ∇ cial days. Invite a librarian to visit and read stories about holidays.
	G11. Make a Birthday Chart on a large piece of con- ∇ struction paper for each month; include each child's name and birthdate.
	G12. Make a birthday card for the birthday child. Cards can be manila or construction paper, with pictures drawn of the birthday child, children at a birthday party, a big birthday cake with candles representing the birthday child's age, or birthday presents.
	G13. The class sings "Happy Birthday" to the birthday child and makes a wish for him.

Generalizations and Concepts	Suggested Activities and Materials
G. The child becomes aware of reasons for and significance of holidays.	G14. Make the birthday child a special birthday hat to wear on his birthday. G15. Let the birthday child play his favorite game with the class, or choose some art activity he would like to do, independently. G16. The birthday child tells the class about the things he did on his birthday. G17. Make Easter baskets and fill the baskets with Easter goodies. G18. Cut out valentines and make valentine cards. G19. Make simple gifts for Mother's Day and Father's Day (e.g., an empty food can covered with pretty contact paper can serve as a pencil or tool container). G20. Learn and sing special songs about holidays. ▽ Use *Songs for Special Days*, pp. 134-153 in *Music for Young Americans*, Book I. G21. Let each child tell about the things that he and his family do on special days (e.g., Mother bakes a cake for birthdays or the family exchanges gifts at Christmas). G22. Make holiday mats, tray favors, or place mats for patients in the community hospital. G23. Bring in canned goods and fill a basket for a needy family near Christmas or Thanksgiving.

Suggested Audiovisual Materials

Films

LET'S PLAY SAFE

LET'S HAVE A PARADE

Sound Filmstrip

COMMUNITY WORKERS AND HELPERS, SET 1
School Workers

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of people in the neighborhood.	A1. Cut out and paste on construction paper pictures of people in the neighborhood; put these pictures on a class bulletin board or in a scrapbook.
	A2. Talk about the people who live in the neighborhood.
	A3. Take a walk around the neighborhood to observe the different people and what the people do.
	A4. Draw pictures of some of the people in the neighborhood.
	A5. Make a mural about people and places in the neighborhood.
	A6. Invite neighborhood helpers to visit the class ∇ and tell about their jobs.
	A7. Discuss pictures about neighborhood workers. ∇ Emphasize the work that each one does for other people.
	A8. Discuss stories about neighborhood workers.
	A9. Make up stories about people in the neighborhood; illustrate the stories.
	A10. Observe neighborhood workers that help the school, such as the custodian, delivery man, repairman.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of people in the neighborhood.	A11. Role-play such workers as a service station attendant, bus driver, baker.
	A12. Rearrange the classroom to represent a neighborhood. The children may assume roles in the imaginary neighborhood.
B. The child becomes aware of places in the neighborhood.	B1. Visit places of interest in the neighborhood. Take a walk around the school block to observe people, places, and things in the school neighborhood.
	B2. Talk about places in the neighborhood and name some of the buildings, shops, and stores located in the neighborhood.
	B3. Draw pictures of places of interest in the neighborhood.
	B4. Cut out and paste on construction paper pictures of places in the neighborhood; put these pictures on a class bulletin board.
	B5. Tell about places for recreation (neighborhood recreation center, church, movie, other recreational facilities).
	B6. Name and tell about community groups to which members of his family belong (school P.T.A., block unit, other civic and social groups).

Generalizations and Concepts	*Suggested Activities and Materials*
B. The child becomes aware of places in the neighborhood.	B7. Talk about the different activities that take place in the neighborhood (clean-up campaign, block party). B8. Assist the children in making a very simple map ∇ of the neighborhood. B9. Make a picture list of places in the neighborhood: Grocery stores Drug stores Police station Firehouse Post office School Park Church Restaurants
C. The child compares his neighborhood with other neighborhoods.	C1. With the children, collect pictures showing ∇ different neighborhoods; display these pictures in the classroom. C2. Observe and discuss likenesses and differences in the pictures. C3. Discuss the different types of housing, schools, industries, shops, stores, recreational facilities in the pictures and in the neighborhood. C4. Make a picture booklet of the neighborhood and of other neighborhoods.

Generalizations and Concepts	Suggested Activities and Materials
C. The child compares his neighborhood with other neighborhoods.	C5. Invite people from other neighborhoods to visit the class and tell about people, places, jobs, and activities in their neighborhoods. C6. Invite a class from another school to come for "Share and Tell about Your School, Your Neighborhood, and You." C7. Take a bus tour to see other neighborhoods or walk to a nearby neighborhood. C8. Make a mural showing other neighborhoods as compared to the school neighborhood. C9. Attend special events in other neighborhoods. C10. Participate in special events in other neighborhoods (Khoury League play-off, Scouts Pow-Wow).

Suggested Audiovisual Materials

Films

THE MAILMAN
DAIRY -- FARM TO DOOR
BUSES THAT SERVE THE COMMUNITY
FIRE ENGINES
WHY WE HAVE SPECIAL JOBS: THE MAN WHO MADE SPINNING TOPS

Filmstrips

MRS. CACKLE BECOMES A GOOD CITIZEN
FOOD FOR GOOD HEALTH
A VISIT TO THE DENTIST

Sound Filmstrips

COMMUNITY WORKERS AND HELPERS, SET 1
Supermarket Workers

COMMUNITY WORKERS AND HELPERS, SET 2
Fire Department Workers

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of the people in his community.	A1. Identify community workers and discuss their jobs. Use *Home and Community Helpers* teaching pictures and resource sheets.
If possible, invite the children's parents and relatives, as well as other available people, to serve as community resource people.	A2. Invite community helpers to visit the class and discuss their jobs.
	A3. Make a scrapbook (using pictures from magazines) of workers and helpers with pictures of their tools and/or equipment.
	A4. Draw pictures of community helpers and workers.
	A5. Pantomime the services of a worker (e.g., fireman putting out a fire).
	BS G A6. Read *The Community*, pp. 45-51.
	A7. Make and display posters showing community workers and helpers performing their jobs.
	A8. Invite the school nurse to visit the class and talk about good health habits and about her job and the jobs of other health and hospital workers.
	A9. Discuss ways in which the school nurse helps boys and girls.
	A10. Draw pictures of the nurse; role-play the nurse.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of the people in his community.	A11. Make holiday tray favors, place mats, and other gift items for patients in the community hospital. A12. Use questions to initiate discussion about the ▽ postman: 1. Who is this man? (Show pictures of the postman.) 2. What kind of work does this helper do? 3. What do we call him? 4. How does the postman help us? 5. How can the postman tell where a letter is to go? 6. What other things besides letters do postmen deliver? 7. In what ways can we help the postman? A13. Invite a postman to visit the class and tell about ▽ his work. A14. Role-play the postman. A15. Encourage the children to dictate stories individually about helpers. Their stories may be similar to the following one: The Postman The postman brings us letters. The postman brings us packages. The postman brings magazines. The postman helps us. Copy the children's stories as they dictate them; suggest that they draw or paint pictures to accompany the story.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of the people in his community.	A16. Make up riddles about helpers similar to the following one: I carry something on my back. I stop at many houses. I bring letters, magazines, and packages. Who am I? (The postman). After each child tells his riddle, he may call on volunteers to guess the answer and to point to a picture of the correct helper.
B. The child becomes aware of the places in his community.	B1. Take the class on a bus tour of the community. (Observe libraries, stores, gas stations, houses, bridges, etc.) B2. Visit factories, businesses, banks, and other places where people work. B3. Tour the community library. B4. Arrange field trips to places of interest in the community (e.g., the fire station). In school before the trip discuss, "Work We Know That Firemen Do." After the trip discuss, "Other Work That Firemen Do." The children will decide what other things they learned about the fire station and the fireman's job that they didn't know before their trip. (If buses are not available and stations are beyond walking distance, request a classroom visit by a fireman.)

Generalizations and Concepts	*Suggested Activities and Materials*
B. The child becomes aware of the places in his community.	B5. Take a trip to a post office to observe the work of postal employees. B6. Arrange a class post office; give children an opportunity at role-playing as postmen. Make holiday greeting cards for classmates and friends and distribute the cards around the class post office. B7. Draw pictures of places in the community. B8. Cut out pictures of community places from magazines and old postcards; mount on construction paper or cardboard and display around the room. B9. Make a booklet, *People, Places, and Things In My Community*. B10. Make a picture list of places in the community: Stores Libraries Shops Churches Recreation areas Parks Schools Police stations Fire stations Banks Laundries Food chains Hospitals

Generalizations and Concepts	*Suggested Activities and Materials*
B. The child becomes aware of the places in his community.	B11. Help the children make experience charts ▽ telling about and picturing places they have visited. Some of these places might include: Grant's Farm, Busch Stadium, Kiel Auditorium, Forest Park, Shaw's Garden, St. Louis Zoo, The Jewel Box, and The Planetarium.
C. The child becomes aware of industries in the community.	C1. Display pictures showing major industrial ▽ plants or businesses located in the community.
Emphasize that St. Louis is a city with lots of industry -- there are factories, businesses, banks, and many other places where people work. St. Louis is famous for making cars, airplanes, shoes, beer, clothes, steel products, and tow boats which push barges up and down the Mississippi.	C2. Explain the services or goods produced in the ▽ plants, factories, and other businesses.
	C3. Invite community resource people to visit the ▽ class and discuss their jobs.
	C4. Arrange field trip(s) to nearby businesses or ▽ industrial plants to see the production of goods and services (e.g., a bakery or the Chevrolet plant).
	C5. Name some things made in a factory (shoes, clothing, etc.).
	C6. Discuss the kinds of work people do in factories and how work done in a factory helps meet people's needs.
	C7. Let children tell about their parents' work and goods and services they help to produce. Are their jobs in factories, offices, businesses, stores, schools, or out-or-doors?

Generalizations and Concepts	Suggested Activities and Materials

C. The child becomes aware of industries in the community.

Tell the children that there are many different kinds of transportation -- ways of getting from one place to another. People use various means of transportation in traveling from place to place.

BSG C8. Refer to *"Industry"* in *The Gateway City*, p. 89.

C9. Use *Transportation* teaching pictures in illustrating and explaining the use of various vehicles.

BSG C10. Use the information from the unit on *The Community* found under *Transportation*, p. 84.

C11. Collect transportation pictures from old magazines, cut out the pictures, paste them on construction paper, and put them into a transportation booklet.

C12. Name some means of transportation seen in the neighborhood and community (school bus, car, pickup truck, airplane, motorcycle, helicopter, bicycle, tricycle).

C13. Draw pictures of vehicles (school bus, freight train, car, boat).

C14. Tell about some experience in relation to transportation (e.g., first airplane ride or a bus trip to visit a relative). Write each experience story on newsprint. Draw a picture to illustrate the story.

C15. Ask each child how he came to school that morning. Mention that some children must ride on a school bus daily and explain why.

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of industries in the community.	C16. Discuss traveling by bus and safety rules for riders on a bus.
	C17. Describe and draw pictures of different buses, e.g., the yellow school bus, the blue and white community public bus.
	C18. Role-play the bus driver.
	C19. Use activities C-16, C-17, and C-18 with other transportation vehicles.
Explain that communication is sending and getting messages. For example, two or more people talk together. Each understands the other. This is communication.	BSG C20. Read aloud the information from the unit on *The Community* found under *Communication*, p. 87.
	C21. Collect newspapers, magazines, neighborhood circulars, pictures of radios, telephones, televisions, and people visiting or talking to one another.
	C22. Discuss how people communicate with each other.
	C23. Discuss the use of the telephone and telephone courtesy. Children can tell their phone number if they know it.
	C24. On a toy telephone assist child in dialing his telephone number.
	C25. Call someone on a toy telephone and have a "conversation."

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of industries in the community.	C26. Tell about a favorite television program and other things seen or heard on television. C27. Tell about the radio programs that he and his family listen to. C28. View educational television programs at school. C29. Listen to educational radio programs at school. C30. ▽ Use a tape recorder with the child to develop good oral communication skills. C31. ▽ Take the children for a walk around the school block. Observe and "read" street name signs, safety signs, signs on bill boards.
D. The child becomes aware of rules and laws necessary to make the community a safe and pleasant place in which to live.	D1. ▽ Use *Children and the Law* teaching pictures to illustrate and explain the fundamental concepts of community laws and rules to the children. D2. ▽ Invite Officer Friendly or another policeman to the class to explain community rules and laws and to discuss the importance of these rules and laws. D3. ▽ Initiate class discussion about the policeman by asking questions such as:

Generalizations and Concepts	Suggested Activities and Materials
D. The child becomes aware of rules and laws necessary to make the community a safe and pleasant place in which to live.	Who helps keep you safe? Who takes care of people when they need help? Do you need helpers to keep you safe? Why? What might happen if there were no policemen to help us? D4. Show film *Why We Have Taxes -- The Town Had No Policemen*. Let children role-play the story. ∇ D5. Discuss why we should not take things which do not belong to us. D6. Show film *Yours, Mine, and Ours*. Have follow-up discussion about respecting other's belongings. ∇ D7. Draw pictures and make posters showing policemen helping people. D8. With children make up "The Rules" for the classroom. ∇ D9. Invite a patrol boy, school crossing guard, or traffic policeman to discuss traffic rules and safety rules with the class. D10. Tell why rules and laws are important. D11. Tell what rules are observed daily at school. These rules might be applied to:

Generalizations and Concepts	Suggested Activities and Materials
D. The child becomes aware of rules and laws necessary to make the community a safe and pleasant place in which to live.	Playground safety Crossing the street Keeping streets and other's property clean Respecting community and personal property Honesty Respecting people, places, and things D12. Make posters illustrating community rules, e.g., children waiting on the sidewalk for the traffic signal to show "green light" before crossing the street. D13. Ask the children to play a game. Let them play it without rules first and then with rules. Discuss which way was more fun and why. D14. Suggest rules to help people play safely, to help people work safely, and to live happily together.

Suggested Audiovisual Materials

Films

EVERYONE HELPS IN A COMMUNITY
WHY WE HAVE TAXES: THE TOWN WITHOUT A POLICEMAN

Filmstrips

WHERE FOOD COMES FROM
GETTING FOOD READY FOR MARKET
BIG CITY HOUSES AND STREETS
TRAVEL IN THE CITY

Sound Filmstrips

GOING PLACES IN THE CITY SERIES
The Zoo

COMMUNITY WORKERS AND HELPERS, SET 1
Supermarket Workers

COMMUNITY WORKERS AND HELPERS, SET 2
Department Store Workers
Hospital Workers
Television Workers

Objectives:

To acquaint children with boys and girls of various backgrounds.

To help children realize that, despite their physical and cultural differences, they are more alike than different.

The theme of a multi-ethnic world should be emphasized in the classroom through a variety of bulletin board displays which show children of different racial groups working and playing together.

Have the children gather from old magazines as many pictures as possible of different children from various cultures who live in America. Have the children collect pictures illustrating children from all ethnic groups having fun, at work, at play, at school, and at home. Help them plan and make a bulletin board display entitled, *American Children from Various Cultures*, using the pictures they have cut out.

Discuss some of the ways that people are different and alike on the outside and on the inside.

On the Outside:	On the Inside:
Color of skin	Likes and dislikes
Color of eyes	Honesty or dishonesty
Hair	Kind or unkind
Size -- height and weight	Happy or sad

The St. Louis Art Museum has many interesting exhibits which would be of value for this unit. Try to arrange at least one field trip to the Museum.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of Chinese-American children and of China.	A1. Show pictures and tell children about Chinese children. Use "*Chinese Children*," picture No. 11 from *Children Around the World* teaching pictures; discuss homes, beautiful buildings, statues. Using accompanying resource material, tell children a little about Chinese history.
Emphasize to the children that some American children who live in the United States and many of their parents were born in China. Tell them that China is a country far away from the United States.	A2. Make a comparison of the size of China and the size of the United States. Mention that only two countries in the world, Russia and Canada, are larger than China. No other country has as many people.
	A3. Paint or draw pictures of homes, places used for shelter, and buildings in China.
	A4. Cut from magazines pictures of buildings, homes, and places used for shelter in China.
	A5. Using the pictures drawn and cut out, make a booklet, Places in China.
Their physical characteristics	A6. Invite Chinese-American children (or adult) to visit the class. The children will be interested in physical appearance, clothing, language, home life, food, customs, and other facets of Chinese-American way of living.
	A7. Display pictures of Chinese-American children. Show and discuss "*Chinese-American*," study print No. 5 from *Children of America*. (For background materials and suggested activities see accompanying booklet.)

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of Chinese-American children and of China.	
Their physical characteristics	A8. Draw pictures of Chinese-American children and display the pictures on a class bulletin board.
	A9. Look in books and magazines for pictures of Chinese-American children.
	A10. Show film *Five Chinese Brothers*. Let the children role-play the film.
	A11. Read aloud stories about Chinese children: Flack, Marjorie, *The Story of Ping* Bishop, Claire, *Five Chinese Brothers*
	A12. Show SFS "*Chinatown*" from *Five Families* and play the accompanying record.
Their language	A13. Show and discuss frames 49, 51, and 54 of FS "*Chinatown*" from *Five Families*. See Teacher's Guide.
Chinese children make Chinese characters or "write" with a brush. Usually the handle is made of bamboo. The brush is soft and pointed. The point of the brush is dipped in ink. The brush is held a special way.	A14. Let the children try writing their names in English with a regular paintbrush.
Their basic needs	A15. Show pictures of Chinese-American food.
Some favorite dishes are sweet and sour pork, stir-fried chicken with	A16. Show and discuss frames 25, 26, 27, 28, 34, 35, 36, 37 of FS "*Chinatown*" from *Five Families*.

Generalizations and Concepts	Suggested Activities and Materials
A. The child becomes aware of Chinese-American children and of China. Their basic needs *snow peas, barbecued spareribs, and wonton soup. Rice is served with each meal; tea is also served.*	A17. Discuss different ways of eating food: using silverware, chopsticks, or bread to pick up food. (*Childcraft*, Vol. 5, pp. 164-165.) A18. If they are available, show chopsticks to the class and let children have an opportunity to try using chopsticks. A19. Bring in some canned or frozen Chinese food. If possible, heat some chop suey or chow mein and serve it to the children on rice or crisp fried noodles. Chinese fortune cookies would be a nice surprise for dessert. A20. Ask the children to tell whether or not they have been to a Chinese-American restaurant and about the food they ate there. A21. Show pictures of and tell about the things Chinese-American parents do to earn a living. Discuss how these jobs help other people in the community. A22. Visit a Chinese-American business establishment. A23. Describe Chinese schools and the activities which take place there. A24. Tell about the things that Chinese children do for recreation: cutting paper designs, painting, making mobiles, flying kites. (*Childcraft*, Vol. 5, pp. 123, 126.)

In Chinese school, the children learn about China. They practice writing and speaking the Chinese language, and they study the culture and customs of China. Children in Chinese kindergarten and primary schools sing, play, build with wooden blocks and play in rhythm bands. They enjoy records

Generalizations and Concepts	Suggested Activities and Materials

A. The child becomes aware of Chinese-American children and of China.

Their basic needs

and pictures, and books, too. See booklet accompanying teaching pictures.

Their customs and holidays

Tell the children that not all our holidays are celebrated by everyone in our nation. Some American children celebrate holidays that their families brought with them from other nations.

The Chinese New Year is a distinctive celebration. The traditional celebration lasts for two weeks. Because the Chinese calendar is lunar and variable, New Year's Day does not fall on a fixed date. Parents often give their children red envelopes containing money as a New Year's gift. Firecrackers are an important part of the holiday, for they are a traditional way of scaring away evil spirits. When Chinese New Year arrives, the streets are filled with the noise and smoke of hundreds of popping firecrackers. Big paper lions dance through the streets in noisy parades. Clowns and drummers and even stiltwalkers

A25. Talk about Chinese holidays and customs. See *Childcraft*, Vol. 5, pp. 44, 71, 123, 206, 319; Teacher's Guide, *Five Families*.

A26. Discuss pictures illustrating Chinese customs and holidays.

A27. Read stories about Chinese-American holidays.

A28. Paint a picture illustrating a Chinese New Year street celebration.

Generalizations and Concepts	Suggested Activities and Materials

A. The child becomes aware of Chinese-American children and of China.

Their customs and holidays

parade by. Everywhere people laugh and shout. Sometime during the holiday every child will get a New Year's gift. (Childcraft, Vol. 5, pp. 19, 81, 95, 214-215.)

B. The child becomes aware of Italian-American children and Italy.

Italy is a boot-shaped peninsula in southern Europe which extends into the Mediterranean Sea. The northern border is formed by the Alps Mountains whose peaks are covered with snow all year. South of the Alps lies the Po Valley, the most important industrial and agricultural region where 2/5 of the people live. The Apennine Mountains extend the length of the Italian peninsula Narrow strips of lowland border the coastline. Two large islands, Sicily and Sardinia, lie off the coast. Mt. Etna, an active volcano, is on Sicily. (Refer to Children Around the World, teaching pictures booklet, p. 17.

B1. Display as many pictures of Italy as possible.

▽

B2. Discuss the pictures and posters.

▽

B3. Tell the children basic information about Italy.

▽

B4. Invite an Italian-American child or adult to visit the class and talk about himself and show the children things of interest from Italy. The children will be interested in physical appearance, clothing, language, home life, food, customs, and other facets of Italian-American ways of living.

B5. Display and discuss "*Italian-American*," study print No. 7, *Children from America*.

Generalizations and Concepts	Suggested Activities and Materials

B. The child becomes aware of Italian-American children and Italy.

Their physical characteristics

In the northern part of Italy where the Germans and Celts settled many years ago, the people are tall and fair. The people of the south are shorter and darker. They show the characteristics of the Etruscans and the Greeks who once lived there. (Children Around the World teaching pictures booklet, p. 17.)

Their language

Italian-American children speak the English language. Most Italians, except a few elderly ones, speak English. Some Italian-American children have learned to speak Italian from parents and grandparents. (Study print No. 7, "Italian-American," Child's World.

Their basic needs

Some favorite Italian foods are: spaghetti, lasagna, pizza, tazliatelle (tal-ya-ta-la) noodles, costata (kosta-ta), which is a dish made of strips of grilled veal, palenta (corn meal

B6. Observe and talk about the physical characteristics of Italian-American children.

B7. Draw pictures of Italian-American children.

B8. Look for pictures of Italian-American children in magazines. Cut out and paste the pictures in a scrapbook.

B9. Teach the children a few simple Italian words:

English:	Italian:
Yes	Si (see)
No	No (noh)
Thanks	Grazie (grahtsyeh)

Listen to records of Italian music during rest time of the music period. Use the livelier folk dance numbers, etc., for skipping, dancing, or for creative listening.

B10. Show pictures of Italian food; name and discuss some favorite Italian food.

B11. Cut out pictures of Italian food from magazines; paste the pictures in a scrapbook.

Generalizations and Concepts	Suggested Activities and Materials

B. The child becomes aware of Italian-American children and Italy.

Their basic needs

mush), antipasto appetizers (an-te-pas-to) such as prosciutto (pro-shu-to), ham, small fat sausages and chicken broth with tiny meat balls.

This is served with pasta (pas-ta), a paste made from wheat flour and water and then formed into different shapes such as spaghetti. Spumoni, a kind of fruit and nut ice cream, and pan forte (pan-for-ta), a gingerbread cake, are favorite desserts.

In Italy, groceries are bought a day at a time because most families do not have refrigerators to keep food fresh.

B12. Show a picture of a vegetable vendor and an ▽ Italian vegetable man. Tell why he is important to Italians. Use "*Italian Children*," teaching picture No. 6, from *Children Around the World*.

B13. Let the children discuss Italian food they have eaten and tell whether or not they have been to an Italian restaurant.

B14. Prepare frozen pizza at school and serve each ▽ child a small piece.

Generalizations and Concepts	Suggested Activities and Materials

B. The child becomes aware of Italian-American children and Italy.

Their basic needs

Italian cities are complex. They are a mixture of the old and the new. Dirty, crooked, winding streets, old historic ruins, and wide, busy streets may all be part of one city. However, every city has beautiful buildings, monuments, and paintings. Rome, the capital, has some of the most beautiful buildings in the world.

B15. Show posters and pictures of Italian buildings, homes, and places used for shelter. Talk about the pictures with the children. ▽

B16. Paint pictures of buildings and places in Italy.

Italy is primarily an agricultural country. Grapes, sugar beets, olives, oranges, lemons, apples, and pears, are raised in quantity. Marble and alabaster are quarried in Italy. Leather products, automobiles, and other kinds of machinery are exported.

B17. Discuss the jobs performed by Italian-Americans.

B18. Look in magazines for pictures showing Italian-Americans performing various jobs.

The artists of Italy have contributed more to the art of the western world than those of any other land. Among the famous Italian artists are Michelangelo, Leonardo da Vinci, and Raphael. Italy has great writers, too, from Dante to Carlo Lorenzini who wrote the all-time favorite, Pinocchio.

B19. Display pictures of Italian art and discuss it with the children. ▽

B20. Read *Pinocchio* to the children. The children will draw pictures to illustrate the story. ▽

In Italy, children are required to go to school from ages six to fourteen.

B21. Talk about Italian schools and describe the activities which take place there.

Generalizations and Concepts	Suggested Activities and Materials

B. The child becomes aware of Italian-American children and Italy.

Their basic needs

At eleven years of age, children go from elementary to secondary school, which resembles our junior high. At this time some of the children choose to go to trade schools. Boys and girls attend separate classes from the first grade on. The same basic subjects are taught in Italian and American schools. Italian-American children attend public schools and speak the English language.

B22. Show pictures of Italian-American children at school.

B23. ▽ Display study print No. 7, "*Italy*," from *Children Around the World - Games and Other Activities*. See accompanying background material for suggestions.

B24. ▽ Tell about the things Italian children do for recreation.

Their customs

Italy is predominantly Catholic and many of her holidays and festivals are religious. (See resource material with teaching pictures, Children Around the World.)

B25. ▽ Talk about Italian customs and holidays.

B26. ▽ Display pictures illustrating Italian holiday activities. The children will discuss the pictures.

B27. ▽ Read aloud stories about Italian holidays and customs; mention "Italian Hill Day" held in St. Louis.

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of Mexican-American children and of Mexico.	
Mexico is about one-fourth the size of the Continental United States. About 20% of the population is of Indian blood. About two-thirds of the population is made up of mixed Indian and Spanish blood. About 10% of the population is white.	C1. Invite a Mexican-American child (or adult) to visit the class and tell about Mexico. The children will be interested in physical appearance, clothing, language, home life, food, customs, and other facets of Mexican-American way of living.
Mexico is a land of contrasts. There are fields plowed by oxen and seed sown by hand. Or one may see a tractor and other modern machinery being used. There are large modern cities and quaint villages where people live as they did centuries ago. For travel there is the burro, horse, automobile, and airplane. (Children Around the World resource booklet, p. 6.)	C2. Show SFS "*Piñata*" from *Five Families*. See Teacher's Guide for notes, suggested activities, and supplementary activities. C3. Show and discuss "*Mexican Children*," teaching picture No. 2 from *Children Around the World*. C4. Show and discuss "*Mexican-American*," study print No. 6 from *Children of America*. Show any other picture of Mexican-American children. C5. Talk briefly about the native home (Mexico) of Mexican-American children. C6. Display pictures, post cards, vacation posters and brochures about Mexico. C7. If any of the children have been to Mexico, let them tell about the things they saw and what they did there. C8. Help the children make a table display of items made in Mexico. C9. Help the children prepare a table display of things that might be on sale in an open market.

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of Mexican-American children and of Mexico.	C10. Show and discuss "*Mexican-American*," study print No. 6 from *Children of America*, and "*Mexican Children*," teaching picture No. 2 from *Children Around the World*.
Their physical characteristics	C11. Observe and discuss the physical characteristics of Mexican-American children. C12. Cut out pictures of Mexican-American children from magazines.
Their language *When some Mexican-American children and their parents talk together, they speak Spanish. In Mexico, everyone speaks Spanish. Some Mexican-American children and their parents speak English. Some Mexican-American children are taught English after entering school. (Studyprint No. 6, "Mexican-American," Children of America.)*	C13. Read aloud stories about Mexican-American children. See p. 33, Teacher's Guide, *Five Families*. C14. Teach the children a Spanish-American song. See p. 34, Teacher's Guide, *Five Families*. C15. Play records of Spanish or Mexican music. C16. Teach the children some simple Spanish words and their meanings. These might include: numbers — numeros (noo-meh-rohs) one — uno (oo-noh) two — dos (dohs) three — tres (trehs) four — cuatro (kwah-troh) five — cinco (seen-koh) hello (good day) — buenos dias (bweh-nohs, dee-ahs) goodbye — adios (ah-dyohs) yes — si (see) no — no (noh)

Generalizations and Concepts	Suggested Activities and Materials

C. The child becomes aware of Mexican-American children and of Mexico.

Their basic needs

There is a great variety of dress among the Indian tribes of Mexico. Their costumes and serapes are of the design of their tribes. Women's skirts are long and colorful. Blouses are often of the same fabric and high necked; low cut, richly embroidered blouses may be used for fiestas. Country men wear pants of heavy cotton and white shirts with open collars. These are drawn around the waist and tied in front, or else tucked into the pants and tied with a colorful sash. Usually Indian men wear brightly colored handkerchiefs around their necks. All village men wear a sombrero, which is a hat of any kind. The size of the brim and shape will vary with the area. (Resource booklet, page 6, Children Around the World.)

Tortillas are thin unraised cakes of flour and stew, chili, and beans. Cornmeal tortillas are often wrapped around a mixture of hamburger, tomatoes, onions, cheese, and lettuce, thus creating a Mexican specialty known as tacos. Other Mexican dishes are enchiladas, tamale pie, chili, and rice and beans. Another Mexican dish is tortillas with

C17. Observe and discuss the clothing worn by Mexican-American children.

C18. ▽ Show pictures of Mexican children attired in their native outfits. Tell the children that some Mexican-Americans may wear special clothing for special days or special events.

C19. ▽ If available, show some Mexican clothing to the children.

C20. ▽ Display Mexican dolls and discuss how the dolls are dressed. Show the children a Mexican sombrero or a picture of one (FS *Piñata*, frames 42, 43). Tell the children that a Mexican sombrero has the advantage of being large enough to shade an entire face.

C21. ▽ Show pictures of and discuss Mexican-American food.

C22. ▽ Show and discuss frames 23 through 30 of FS "*Piñata*" from Five Families.

C23. ▽ Tacos (available at most frozen food counters) could be prepared at school and served in small pieces to the children.

Generalizations and Concepts	Suggested Activities and Materials
C. The child becomes aware of Mexican-American children and of Mexico.	
Their basic needs	
frijoles (free-hoh-lays); these are Mexican beans. Tamales are usually a family treat for feast days and consist of cooked meat, seasoned with chili and spices and wrapped in a dumpling-like dough. Some Mexican-American children like ice cream for dessert or for an afternoon treat.	C24. Let the children tell about Mexican-American restaurants where they have eaten and the food they ate there.
Most of the homes are of adobe (sun-dried brick with tiled roofs). (See Children Around the World resource booklet.)	C25. Show pictures of buildings and places used for ▽ shelter in Mexico. Use "*Mexican Children,*" teaching picture No. 2 from *Children Around the World*; SFS "*Piñata*" from *Five Families*.
	C26. If available, show pictures of and talk about a ▽ Mexican village.
About half of Mexico's people are engaged in farming. Forestry is also an important business. There are many new factories and mills. About 15% of the people make their living from industry. They produce chemicals fertilizers, and plastics.	C27. If available, show pictures of and talk about Mexican farms.
	C28. Draw or paint pictures illustrating Mexican homes and farms.
	C29. Discuss the jobs performed by people in Mexico. ▽ Display pictures illustrating those jobs.
	C30. Invite Mexican-American children to tell about the jobs their parents do.

Generalizations and Concepts	Suggested Activities and Materials

C. The child becomes aware of Mexican-American children and of Mexico.

Their basic needs

Today many Mexican people leave their homeland and become American citizens, because they can raise their standards of living across the border.

Most of the Mexican-Americans live in the Southwestern part of the United States, where they work as migrant farmers. A family may own a car or truck which they use to travel from one place to another where they find labor as field hands.

Primary education in Mexico is compulsory and free. Children are to remain in school until they are 15. This law cannot be enforced because the government has been unable to keep up with the expanding population, so there are not enough schools to provide for their education. School population has more than doubled at the primary level since 1930 when the country began its development program. (See resource booklet, Children Around the World.)

Since they are in one location for only a few weeks, Mexican-American children of the migrant workers do not receive

C31. Discuss the jobs performed by Mexican-American ▽ adults (for example, the migrant workers). Display pictures illustrating those jobs.

C32. Explain how the jobs performed by Mexican-▽ Americans help other people in the community and nation.

C33. If available show pictures of schools in Mexico.

C34. Discuss activities and subjects taught in Mexican schools.

C35. Help the children compare the schools in Mexico to their own school.

C36. Display and discuss pictures showing Mexican-▽ American children at school.

Generalizations and Concepts	Suggested Activities and Materials

C. The child becomes aware of Mexican-American children and of Mexico.

Their basic needs

a satisfactory education. Even though it is against the law, many children do work in the fields becuase wages are low and the families need as many hands as possible to help. Employers, rushing to get a valuable crop harvested, look the other way, and attendance officers cannot be everywhere. (See resource booklet, Children of America.)

Their customs and holidays

Mexican people love music and dancing and are religious people. Many of their holidays center around religious days. The Posada, December 16-24, are the nine nights before Christmas Eve. At this time relatives and friends reenact Joseph's and Mary's search for shelter (Posada). Adults and children form a procession, with two children leading and carrying clay figures of Joseph and Mary on a small litter. Everyone in the ceremony carries a lighted candle and sings until they stop at the first house and ask for shelter. At first the father of the house tells them to go on their way, but when he finds

C37. Show pictures of and discuss with the class Mexican-American children at play and enjoying recreational activities with their families. ▽

C38. Make a simple piñata out of a shopping bag. The outside of the bag can be decorated. Fill the bag with inexpensive treats. See *Childcraft*, Vol. 5, p. 105; Teacher's Guide, *Five Families*. ▽

C39. Let the children celebrate a Mexican Christmas by acting out Mary and Joseph seeking shelter and enjoying the pinata game with the treats. ▽

C40. Have a Mexican fiesta. The room could be decorated with gourds, Indian corn, and baskets the children bring from home. Let the children make bright masks from paper bags.

C41. Play Mexican records and let the children use rhythm band instruments with the records.

C42. Read aloud stories about Mexican holidays. ▽

Generalizations and Concepts	Suggested Activities and Materials

C. The child becomes aware of Mexican-American children and of Mexico.

Their customs and holidays

out who they are, he welcomes them. A different house is approached each of the nine nights of the festivities.

After they are welcomed into the house, they are served refreshments and the pinata is broken. Midnight Mass on Christmas Eve usually ends the celebration. Some cities, however, have parades, and a grand finale of fireworks.

Independence Day is celebrated in Mexico. On September 15, the eve of the Grito or call for independence by Father Hidalgo in 1810, the celebration begins. Fireworks are one of the main attractions, and there are also music and dancing.

A big fiesta day for any village is the celebration of the feast day of the patron saint of the village.

It is called "Saint's Day." Again, there are fireworks and dancing. Craftsmen come from other villages with handicrafts to sell in the market. The fiesta may go on from four to ten days.

Other holidays and special events are birthdays, Christmas, Easter, Thanksgiving, and other religious holidays.

C43. Show pictures of some of the food Mexican-American children eat on special days. (Tamales are usually a family treat for feast days and consist of cooked meat seasoned with chili and spices and wrapped in a dumpling-like dough.)

Generalizations and Concepts	Suggested Activities and Materials
D. The child becomes aware of Puerto Rican-American children and of Puerto Rico.	
Puerto Rico is a Spanish name. It means Rich Port (puerto -- port, rico -- rich).	D1. On a map show the children some islands and ∇ then the island of Puerto Rico.
Puerto Rico is a self-governing commonwealth whose people are American citizens by an act of Congress in 1917.	D2. Show pictures, post cards, and vacation brochures about Puerto Rico. ∇
	D3. Talk about Puerto Rico (simple background information that the children can understand). ∇
	D4. Display and discuss study prints, "*Puerto Rico*" from *Children Around the World -- Games and Other Activities*. ∇
Puerto Rico is a beautiful tropical island about 1,000 miles southeast of Miami, Florida. It was discovered by Christopher Columbus in 1493 on his second voyage to the new world. The island is a little smaller than the state of Connecticut. Rainfall is heavy in the north, but irrigation is needed in the south. Temperatures are warm, 67-86 degrees all year round. Many tourists are attracted to Puerto Rico.	D5. Invite Puerto Rican-American children (or adults) to the class to tell about themselves and Puerto Rico. The children will be interested in physical appearance, clothing, language, home life, food, customs and other facets of Puerto Rican-American way of living. ∇
	D6. Show SFS "*Mira Mira Marisol*" from *Five Children*. ∇
	D7. Display pictures and study prints showing Puerto Rican and Puerto Rican-American children. Use study print No. 5, "*Puerto Rico*" from *Children Around the World -- Games and Other Activities* and study print No. 8, "*Puerto Rican-American*" from *Children of America*. ∇
Their physical characteristics	D8. Talk about the physical characteristics of Puerto Rican children.

Generalizations and Concepts	Suggested Activities and Materials
D. The child becomes aware of Puerto Rican-American children and of Puerto Rico.	
Their physical characteristics	D9. Draw pictures of Puerto Rican and Puerto Rican-American children.
Most Puerto Ricans are of Spanish descent. Some are Negroes or a mixture of the original Indians and African slaves imported by the early Spaniards. They speak Spanish, though English is taught in the schools, and many people speak English.	
Their language	D10. Read stories about Puerto Rican-American children.
Despite the fact that Puerto Ricans are United States citizens, with all the rights and privileges granted to Americans by the Constitution, they seem to prefer to speak their own language. In Puerto Rican schools, all of the teaching is done in Spanish, the native language, but English is taught from the first grade up and is required.	D11. Cut out magazine pictures and postal card pictures of Puerto Rican and Puerto Rican-American children; make a scrapbook or a bulletin board.
	D12. Discuss the languages spoken by Puerto Rican and Puerto Rican-American children (Spanish and English).
Some Puerto Rican adults learn English from the people with whom they work as well as from their children.	D13. Draw some simple pictures on the blackboard (or let the children draw the pictures). Ask the children to say the English word for each picture and write the Spanish word next to each picture. Pronounce the word in Spanish. Have the children pronounce the Spanish word two or three times with the teacher and then alone. Some words to use for this activity are:

Generalizations and Concepts	Suggested Activities and Materials

D. The child becomes aware of Puerto Rican-American children and of Puerto Rico.

Their language

English	Spanish
girl	muchacha
boy	muchacho
house	casa
school	escuela
train	tren
car	automovil

D14. ▽ Teach the song heard at opening of SFS "*Mira Mira Marisol.*" See Teacher's Guide, *Five Children*.

D15. ▽ Write the word BIENVENIDOS (byen-ven-EE-dohs) on the chalkboard and pronounce it for the children several times. Tell the children that it means "welcome" in Spanish. Write it in big letters on newsprint. Let children assist in putting the sign on the classroom door.

D16. ▽ Show pictures of and talk about food that Puerto Ricans like to eat.

D17. ▽ Show pictures of banana trees in Puerto Rico. Assist the children in making a "paper banana tree."

D18. ▽ Bring a fresh pineapple to class. Let the children feel and smell the pineapple and serve a small piece to each child.

Their basic needs

Some favorite dishes of Puerto Ricans are: arroz con pullo (rice with chicken), arroz con gandules (rice with peas), arroz con dulce (a sweet rice and raisin dessert), pasteles (ground pork wrapped and baked in plantain leaves, roast pig, a Puerto-Rican variety of sweet potato, avocados, pineapple, and other fruit.

Generalizations and Concepts	Suggested Activities and Materials

D. The child becomes aware of Puerto Rican-American children and of Puerto Rico.

Their basic needs

In 1960, over 85% of the Puerto Rican population in the United States lived in New York City. Since Puerto Ricans find the rent high, often one dwelling unit will house many -- perhaps a dozen aunts, uncles, and cousins as well as the original family.

Many Puerto Ricans work on farms raising largely sugar and coffee. They also grow tobacco, bananas, and pineapples. Puerto Rico does not have large forests, but there are many palm trees. The palms are used to make baskets, hats, and furniture.

D19. Make a bulletin board of Puerto Rican-American dishes and favorite foods.

D20. Display pictures of Puerto Rican children dressed in typical clothing and costumes.

D21. ∇ If available, bring a Spanish costume and show it to the children.

D22. ∇ Display pictures of and discuss buildings, homes, and other places used for shelter in Puerto Rico.

D23. ∇ Show pictures of and tell about places in the United States where most Puerto Rican-Americans live. Use frames 7 through 11, SFS "*Mira Mira Marisol*" from *Five Children*. See Teacher's Guide.

D24. Show pictures of Puerto Ricans working at various jobs. Discuss those jobs.

D25. Mention that many Puerto Rican-Americans have become major league baseball stars. Display pictures of them.

D26. Tell about the jobs being performed by other Puerto Rican-Americans.

D27. Look in magazines and books for illustrations of Puerto Rican-Americans at work.

Generalizations and Concepts	Suggested Activities and Materials

D. The child becomes aware of Puerto Rican-American children and of Puerto Rico.

Their basic needs

Puerto Ricans are a gay, fun-living people. They like to sing, dance, and play musical instruments such as the requinto (half-size guitar) and the maracas. Children in Puerto Rico love to go to the puppet shows. They like to buy lechon asado and helador (roast pig and ice) that are sold outside on the carts. A rolling library goes to different towns on different days. Children may borrow books from it. Baseball is a very popular sport for the young and old in Puerto Rico and in Puerto Rican-American communities.

Their customs and holidays

In Puerto Rico, many celebrations are religious: Baptisms, Saint's Day, Christmas, Easter. Puerto Rican Discovery Day is November 19, and many schools hold special programs to honor this day. (Christopher Columbus discovered Puerto Rico on his second trip to the New World.)

It is the custom for many Puerto Rican girls to have their ears pierced in which they wear little gold earrings.

D28. ▽ Discuss the things Puerto Ricans do for recreation. Use "*Puerto Rico*" study print No. 5, *Children Around the World -- Games and Other Activities*. Use "*Puerto Rican-American*" No. 8, *Children of America*. Use background materials.

D29. ▽ Show the children a pair of maracas. Demonstrate how they are used. Give each child a chance to use a pair of maracas.

D30. ▽ Teach the children how to play rhythms using castanets, tamborines, and maracas.

D31. ▽ Talk about Puerto Rican holidays. Show pictures illustrating these holidays; discuss special costumes worn by Puerto Ricans on special days.

D32. ▽ Show pictures and discuss the special food eaten by Puerto Ricans on special days.

D33. ▽ Discuss the ways in which Puerto Rican-Americans celebrate holidays and special days.

D34. ▽ Tell the children about the customs of Puerto Rican-Americans.

Generalizations and Concepts	Suggested Activities and Materials
D. The child becomes aware of Puerto Rican-American children and of Puerto Rico.	
Their customs and holidays	
One way in which Puerto Ricans recognize their Spanish heritage is by learning the dances of Spain. Puerto Rican children enjoy dressing up in typical Spanish costumes and dancing.	D35. Teach the children a simple Spanish dance. ▽
E. The child becomes aware of Indian-American children and life in an Indian village.	E1. Show SFS "*Ya-ha-tay*" from *Five Families*. Discuss the filmstrip with the children. See Teacher's Guide for background information and activities. ▽
Stress that Indian families lived in many parts of America long before other people came.	E2. Display pictures of Indian-Americans and their families. Use: "*Indian-American,*" study print No. 1 from *Children of America*; "*Indian Life*" study print available from Auslovisual Services. ▽
In the United States there are many tribes of Indian-Americans, with many different names. Most experts believe that the first Indian ancestors arrived 30,000 or more years ago, and probably came from Asia.	E3. Invite an Indian-American child or adult to visit the class. The children will be interested in physical appearance, clothing, language, home life, food, customs, and other facets of Indian-American way of living. ▽
Of all the many tribes, the Navaho members living and farming in the Southwest and New Mexico are the largest.	E4. Arrange a field trip to the Museum of Science and Natural History (Clayton and Big Bend) to view Indian arts, crafts, and artifacts. ▽
Their physical characteristics	E5. Display a variety of pictures and study prints showing Indian-American children. Discuss ▽

Generalizations and Concepts	Suggested Activities and Materials
E. The child becomes aware of Indian-American children and life in an Indian village.	
Their physical characteristics	their physical characteristics. Use study prints *Children of the Sun* -- *Arizona Indians* available from Audiovisual Services.
Their language	
Stress that different Indian tribes usually speak different languages; that is, Indians don't speak "Indian," they speak the language of their tribe. Most Indians can speak English, also. See Teacher's Guide, Five Families, p. 25.	
When you are hungry, you move your right hand back and forth across your stomach. When you mean "let's eat" you cup your right hand and move it up and down in front of your mouth. When you have had enough to eat, you spread your thumb and first finger apart, and move your hand from your chest to your chin. If you have a tummy-ache, you put both hands on your stomach and move them back and forth. Childcraft, Vol. 5, p. 240.	E6. Ask the children how they would talk if all their ▽ friends spoke a different language. Tell the children that maybe they would talk by making signs the way that American Indians used to do. Teach the children some of the simple signs that the Indians made. E7. Explain how early American Indians sent messages ▽ by using smoke signals and drums. E8. Ask the children to bring in oatmeal or cornmeal boxes or coffee cans. Let the children cover these with attractive contact paper, tie string or yarn around both ends to make a little "drum" to use as a rhythm instrument.

Generalizations and Concepts	Suggested Activities and Materials

E. The child becomes aware of Indian-American children and life in an Indian village.

Their language

E9. Listen to Indian records. (Sit on the floor Indian-style in a large circle and clap or tap to the rhythm.)

E10. ▽ Teach the children the Navaho chant from "*Yah-ha-tay*." See p. 28, Teacher's Guide, *Five Families*.

Their basic needs

Crops (potatoes and corn) first cultivated and improved by Indian-Americans form more than one-third of the plant food eaten in the world today. Some Indian women have thirty or forty ways of cooking corn.

E11. ▽ Show pictures of and discuss various foods grown and eaten by American Indians.

E12. ▽ Show pictures of the food eaten by Indians and Pilgrims at the first Thanksgiving. Discuss.

E13. ▽ Bring a stalk of corn to class and let the children examine it; discuss the stalk of corn (how and where it was planted, how it grew.)

E14. ▽ Show the children grains of popcorn; pop the popcorn at school and let children eat it.

E15. Tell about other things they have eaten made from corn (cornbread, corn pudding, corn chips).

E16. ▽ Display pictures of Indians wearing traditional and western style clothing.

E17. ▽ Bring Indian clothing and moccasins to class so that the children can see and examine them. (Or bring Indian dolls for the children to see and examine.)

Generalizations and Concepts	Suggested Activities and Materials

E. The child becomes aware of Indian-American children and life in an Indian village.

Their basic needs

In most Indian villages today, there is great contrast of the old and the new. There are autos and horses, ice cream and Indian dishes, clothing, etc.

Indian homes varied greatly within the tribe or area, and included tepees, hogans, communal homes, and adobe houses. Children of America, Study print No. 1, "Indian-American."

Many Indians live in different parts of the country and work in many varied jobs. The larger number, however, continue to live on reservations where they can farm and take seasonal work off the reservation. One of the contributions that the Indian has made to civilization is his farming technique. Crops (potatoes and corn), first cultivated and improved by Indian-Americans, form more than one-third of the plant food eaten in the wor today. Children of America, study p No. 1, "Indian-American."

E18. Show pictures of and discuss places where Indian-American families live in the United States. Ask if any of the children have ever visited a place where Indians live; let the child tell what he saw.

E19. Show pictures of early Indian homes and discuss the pictures.

E20. Make an Indian tepee in class, or draw or paint pictures of one.

E21. Display pictures and study prints showing the various types of jobs performed by Indian-Americans.

E22. If possible, display some Indian clothing, ornaments, art, jewelry, blankets, moccasins, pottery, other crafts, and artifacts. The children will observe and examine those items.

E23. Wrap a blanket around a child to show how blankets were worn by early American Indians.

E24. Make some Indian jewelry; string beads on shoelaces, bracelets, and belts. See p. 27, Teacher's Guide, *Five Families*.

Generalizations and Concepts	Suggested Activities and Materials
E. The child becomes aware of Indian-American children and life in an Indian village.	
Their basic needs	E25. Draw or paint pictures of Indians and their homes.
	E26. Read stories about Indians.
	E27. Show pictures depicting the things Indian-Americans do for recreation. The children will talk about those things.
In a ball-rolling game that American Indians play, they don't knock anything down. Instead, they try to roll a ball across a buffalo robe. In order to roll the ball, they hit it with a stick. Childcraft, Vol. 5, p. 121.	E28. Let children play the ball-rolling game in small groups. Provide a ball and a small floor rug in place of the buffalo robe.
Their customs and holidays	E29. Display pictures of Indian festivals, celebrations, dances, totem poles, etc. Explain the significance of those things and the role of each in the Indian-American culture.
Indian-American children plan for their special "pow-wow" for months before the Fourth-of-July week-end. See Childcraft, Vol. 5, pp. 15, 271, 307, 309.	E30. Teach the children a simple Indian dance. Learn to sing an Indian song.
	E31. Make and cut out different Indian symbols (the sun, moon, stars, animals); paste the symbols on construction paper and display them as room decorations.
See Childcraft, Vol. 5, p. 307.	F32. Let the children build a totem pole by gluing oatmeal or cornmeal boxes one on top of the other vertically until it is the desired height. The boxes can be painted or covered with construction paper and decorated with Indian symbols.
For additional information on customs, see Childcraft, Vol. 5, pp. 295, 302.	

Generalizations and Concepts	Suggested Activities and Materials
F. The child becomes aware of Jewish-American children and the Jewish heritage.	F1. Discuss basic background information about ▽ American Jews (in a manner the child can understand).
For background information, see General Background accompanying "Jewish-American" study print No. 3, Children of America; Childcraft, Vol. 5.	F2. Show and discuss pictures of people and places ▽ in Israel.
	F3. Show and discuss "*Jewish-American*," study print ▽ No. 3 from *Children of America*.
	F4. Invite a Jewish-American child or adult to talk to the class. The children will be interested in physical appearance, clothing, language, home life, food, customs and other facets of Jewish-American culture.
	F5. Discuss pictures of Jewish-American children. ▽
Their physical characteristics	F6. Discuss the fact that there are no observable distinguishing physical characteristics of Jewish-Americans.
Their language	F7. Talk about the language spoken by Jewish-American children (Hebrew and English).
Hebrew is the traditional language of the Jews and the language of Israel today. It is not the same language as Yiddish, although the two use the same alphabet.	F8. Invite Jewish-American children or adults to speak to the class in Hebrew and English and to teach the children a few simple Hebrew words:

English	Hebrew
mother	ima
father	aba
hi	shalom
good-bye	shalom

Generalizations and Concepts	Suggested Activities and Materials

F. The child becomes aware of Jewish-American children and the Jewish heritage.

Their basic needs

Some Jews observe strict dietary laws. Foods that are permitted to be eaten are said to be kosher.

F9. Show pictures of and discuss different types of ∇ kosher foods, how kosher food is prepared, and places where kosher foods can be purchased.

F10. If any of the children have been to a special kosher food store, let them describe the food they saw there and the store.

F11. Prepare kosher weiners at school and serve a ∇ small slice to each child.

F12. Talk about the clothing worn by Jewish-American children and adults.

F13. Show pictures of Jewish synagogues, schools, and homes; discuss with the children the purpose each structure serves.

F14. Display illustrations and talk about the jobs performed and the businesses of Jewish-Americans. ∇

F15. Show pictures of and discuss the things Jewish-American children do for recreation.

The Jewish Community Center is a local organization for serving leisure-time recreational, cultural, and informal educational needs of Jewish people. In some communities the organization is called the Young Men's and Young Women's Hebrew Association.

Generalizations and Concepts	Suggested Activities and Materials
F. The child becomes aware of Jewish American children and the Jewish heritage. Their customs and holidays *For information, refer to Childcraft, Vol. 5, Holidays and Customs.* *The holy day of the week is the Sabbath, which begins at sundown on Friday and ends at sundown on Saturday. (All other Jewish holidays also begin at sundown.)* *By tradition, when a Jewish boy reaches 13, he participates in a ceremony through which he becomes bar mitzvah. It then is his duty to take on the religious responsibilities of an adult Jew. In some congregations there is a similar ceremony, called bat mitzvah, for girls.*	F16. Show and discuss study print No. 3, "*Jewish-American*," from *Children of America*. The print gives background information about and shows an illustration of Hanukkah. F17. Show pictures of and discuss other Jewish-American holidays and customs.
G. The child becomes aware of Black-American children and of Africa. *For background information use Black Studies Guide, pp. 94, 95, 96; resource material accompanying study prints; Teacher's Guide for SFS "Together" from Five Families.*	G1. Display pictures of Black American children. Use *Black ABC's* study prints, "*Black American*" study print No. 2, from *Children of America*. G2. Show and discuss "*Africa*," study print No. 2 from *Children Around the World -- Games and Other Activities*.

Generalizations and Concepts	Suggested Activities and Materials
G. The child becomes aware of Black-American children and of Africa.	
See B.S.G., pp. 110-111.	G3. Invite a native African to visit the class in native garb. The children will be interested in physical appearance, clothing, language, home life, food, customs and other facets of African way of living. See B.S.G., p. 119.
	G4. Use SFS "*Together*" from *Five Families*.
Their physical characteristics	BSG G5. p. 97
Stress that there is great variation in physical characteristics of Black Americans.	G6. SFS "*Together*" from *Five Families*, frames 12-24. Show and discuss.
Their language	BSG G7. p. 101
Their basic needs Clothing	G8. pp. 12, 66
Shelter	G9. B.S.G., pp. 61, 62, 67. *Childcraft*, Vol. 5, 282, 285, 290.
Food	G10. B.S.G., 62, 65, 99; Teacher's Guide, *Five Families*, p. 19.
Jobs	G11. B.S.G., Ancient Africa, pp. 7, 8; Modern Africa, pp. 61, 64, 65.
Schools	G12. B.S.G., pp. 26, 27
Music and art	G13. B.S.G., pp. 13-16

Generalizations and Concepts	Suggested Activities and Materials
G. The child becomes aware of Black-American children and of Africa.	
Recreation	G14. B.S.G., 97, 98; *Childcraft*, Vol. 5, pp. 121-125, 129.
Their customs and holidays	G15. B.S.G., Ancient Africa, pp. 7, 8, 9; 13, 14, 15, 16
H. The child becomes aware of other American children and the countries from which their ancestors came: England, Ireland, Scotland, France, Germany, Switzerland.	H1. Tell where ancestors came from. Homework assignment: go home and ask parents and report to class the next day.
America has been called the melting pot of the world. Our country is made of people from practically every land. Prominent in the early history of our country were the English even though, in a sense, they were latecomers to the New World. People from other European countries had already learned a great deal about wilderness living, when they arrived. The Spaniards and French had been here much earlier. See "Anglo-and-other-Americans," study print No. 4, Children of America.	H2. Show pictures of the "old countries" of these ∇ ancestors.
See background material accompanying study prints.	H3. Use a map to show how these ancestors came ∇ from various parts of the world to America.
	H4. Draw pictures of the methods of transportation used by ancestors.
	H5. Invite parents and others of various backgrounds ∇ to speak to the children about their "other country" and its customs and to bring interesting items to show the children.
	H6. Display "*Anglo-and-other-Americans*" study ∇ print No. 4 from *Children of America*, "*France*," No. 4, and "*Switzerland*," No. 6, from *Children Around the World -- Games and Other Activities*. Discuss the physical appearance of the children.

Generalizations and Concepts	Suggested Activities and Materials
H. The child becomes aware of other American children and the countries from which their ancestors came: England, Ireland, Scotland, France, Germany, Switzerland.	H7. Let the children draw pictures of themselves; display the pictures on a bulletin board.
	H8. Show F *People are Different and Alike*. Discuss the film.
	H9. Paint pictures of children and adults seen in the film; display the pictures.
Their languages	H10. Find out how many of the children in the class can speak a foreign language. How many parents or grandparents speak a foreign language?
	H11. Play foreign language records (songs and conversations).
	H12. Teach the children very easy foreign words.
Their basic needs	H13. Display pictures, study prints, and posters depicting the basic needs of other American children and their families. These will include food, clothing, shelter and homes, jobs, education and schools, and recreation.
	H14. Draw pictures of the foods they like to eat. Compare the different foods.
	H15. Point out which foods are American and which foods are foreign.
	H16. Use pictures of foods in the Level 1-S pupil's book, *I Like*, pp. 2-16, for class discussion. (The teacher may wish to serve the children milk and English muffins).

Generalizations and Concepts	Suggested Activities and Materials
H. The child becomes aware of other American children and the countries from which their ancestors came: England, Ireland, Scotland, France, Germany, Switzerland.	
Their basic needs	H17. Look for pictures of other Americans in coloring books and magazines. Compare and discuss the various types of clothing worn by the children. Cut out the pictures and paste them on construction paper or in a scrapbook.
Refer to Children of America, Study Print No. 4; "Anglo-and-other-Americans," for information about the history of baseball and other English games.	H18. Have the children ask their parents to teach them simple games which were played by their parents and grandparents. The children in turn teach a game to the class. (The same activity could be used with stories and songs).
	H19. Take the children outside and teach them how to play "baseball" using a kickball instead of a baseball.
Their customs and holidays	H20. Talk about and show illustrations of various other customs and holidays.
See Childcraft, Vol. 5, p. 4.	H21. Tell about the things that they and their families do on holidays (celebrations, foods eaten, clothing worn, special events, and places to go).
	H22. Have a Christmas pageant illustrating the celebration of "Christmas Around the World."

Suggested Audiovisual Materials

Films

PEOPLE ARE DIFFERENT AND ALIKE
THE FIVE CHINESE BROTHERS
WHISTLE FOR WILLIE

Slides

MEXICO -- NATIVE MARKETS AND TRANSPORTATION

Study Prints

INDIAN LIFE
CHILDREN OF THE SUN -- ARIZONA INDIANS
MEXICO, THE COUNTRYSIDE
MEXICO, THE CITIES

PRIMARY II

Primary II	5S	6S	More Power
UNIT 1: A HEALTHY SELF-IMAGE A - The child identifies himself. B - The child appreciates his home, family, and relationships with other people. C - The child understands reasons for rules and laws. D - The child recognizes the need to improve himself.	P.B. - Next Door to Laura Linda, pp. 5-28 S.P.B. - A Giant in the Forest, (Set A), pp. 1-7 S.P.B. - Mark's Monster, (Set A) pp. 1-7 S.P.B. - Carrie's Mask, (Set A), pp. 1-7 S.P.B. - The Wagon, (Set A), pp. 1-7 S.B. - One Day at School, p. 40 S.B. - On the Playground, p. 45	P.B. - Ah, See the Spooky House, pp. 6-25 R.A.L. - Fried Onions and Marshmallows, pp. 11-60 S.P.B. - Who's Afraid? (Set A), pp. 1-7 S.P.B. - The Pancake Book, (Set B), pp. 1-7 S.P.B. - A Friend of Man, (Set A) pp. 1-7 S.P.B. - Games, (Set B), pp. 1-7 S.P.B. - Young Artists Studio, (Set B), pp. 1-7	P.B. - Pogo Leaves the Circus, pp. 5-9 P.B. - Look! Eddie Can Read, pp. 12-17 P.B. - Lollipop Surprise, pp.40-44 P.B. - Candy for Dinner, pp.52-58 P.B. - Seven Little Pifflesniffs, pp. 70-76 P.B. - Billy's Find, pp. 79-84 P.B. - Zachary for Z, pp. 110-116 R.W. - How to Care for a Puppy, p. 55 R.W. - A Cake Shake, pp. 36-39
	7S	8S	Moving Ahead
	P.B. - The Big Orange Thing, pp. 8-15 P.B. - Lucky For Me, pp. 39-48 P.B. - Boomerang, pp. 65-74 R.A.L. - A Sunflower as Big as the Sun, pp. 8-11 S.P.B. - A Birthday for Two, (Set A), pp. 1-7 S.P.B. - See How You Feel, (Set B), pp. 1-7 S.B. - The Family Picnic, p. 48 S.B. - Mary's Lesson, p. 33 S.B. - The House, p. 13	P.B. - Walk Up and Smile, p. 18 P.B. - Henry, pp. 66-80 P.B. - Zoo in Your Own Backyard pp. 85-90 P.B. - Lisa and the Grompet, pp. 119-149 R.A.L. - Did You Carry the Flag Today, Charlie? pp.8-28 S.P.B. - The Little Boy with the Big Name S.P.B. - Andrew's Dragon	P.B. - Wanted: One Mouse, pp. 5-11 P.B. - The Hare and the Tortoise, pp. 21-24 P.B. - Tommy, pp. 38-39 P.B. - Too Many, pp. 56-62 P.B. - The Frog Sitters, pp.63-68 P.B. - Danger in the Dark, pp. 98-104 P.B. - One Little Drum, pp. 106-114 R.W. - Watch Out for Elephants, pp. 40-41 R.W. - The Day Joe Slept Late, p. 56 R.W. - A Tall Story, pp. 58-59

Primary II	5S	6S	More Power
UNIT 2: NEIGHBORS AND NEIGHBORHOODS A - The child understands that people need food in order to live. B - The child understands that people need to wear clothes for protection. C - The child understands that people need a place to live. D - The child understands the need for workers in the neighborhood.	P.B. - Grown Ups are Funny, pp. 5-22 P.B. - Big City Neighborhoods, pp. 23-32 P.B. - The House That Nobody Wanted, pp. 1-16 S.B. - Neighborhood Story, pp. 4-9 S.B. - Rusty Learns a Lesson, p. 38 S.B. - Can You Find the Place? p. 37 S.B. - David and His Friends, p. 34	P.B. - Different Kind of School, pp. 6-17 Treasure Hunt, pp. 4-7 S.B. - Moving -- New Neighborhood, pp. 4-7 R.A.L. - Ronnie, pp. 4-48 R.A.L. - Inatuck's Friend, pp. 7-46 R.A.L. - Sing a Song of People, pp. 6-70 S.P.B. - A House is to Live In, (Set A), pp. 1-7 S.B. - Cleaning Up Fox Lake, p 21	P.B. - Junk Day on Juniper Street pp. 20-26 P.B. - Jobs: Hard Hat Jobs, pp. 36-39 P.B. - Jimmy's Pocket Aunt, pp. 45-51 P.B. - Excitement on Appleby Street, pp. 92-99 R.W. - Gideon, pp. 64-65
	7S	8S	Moving Ahead
	P.B. - New Boy on the Sidewalk, pp. 93-112 S.B. - Bike Riding, p. 39 S.B. - A Funny Solution, p. 14	P.B. - I Shook His Hand, p. 17 P.B. - First Day at a New School, pp. 19-29 S.B. - Linda Meets a Twin, p. 17 R.A.L. - Project Cat, pp. 29-45 S.P.B. - The Wonderful Day, (Set A), pp. 1-7 S.P.B. - Have a Cookie, (Set B), pp. 1-7 S.P.B. - Turtles, Toads, and People, (Set B), pp. 1-7	P.B. - Mr. Dawson Has Cold Feet, pp. 13-20 P.B. - Tommy, pp. 38-39 P.B. - A Baseball Player, pp. 82-88 R.W. - Water for Men, p. 20 R.W. - Name the Story, pp. 72-73

Primary II	*5S*	*6S*	*More Power*
UNIT 3: GROWTH OF COMMUNITIES *A - The child learns that natural resources are used for material needs.* *B - The child learns to identify types of buildings.* *C - The child learns that as the community grows, industry develops.*	*P.B. - Big City Neighborhoods, pp. 24-31* *S.B. - Farm Scene -- Saved from the Soup, pp. 16-17* *R.A.L. - City in the Summer, pp. 4-32*	*R.A.L. - Busy Winds, pp. 5-32* *S.P.B. - Sun, Wind, and Rain, (Set A), pp. 1-7*	*P.B. - Jobs: Hard Hat Jobs, pp. 36-39* *P.B. - Excitement on Appleby Street, pp. 92-99*
	7S	*8S*	*Moving Ahead*
D - The child learns that when people work together in the community, they need rules and laws to obey.	*R.A.L. - Poems, pp. 86-92*	*R.A.L. - Project Cat, p. 29* *P.B. - Ralph Lives in Alaska, pp. 106-118* *P.B. - Carving a Mountain, pp. 20-21*	*R.W. - Map Study, pp. 68-69* *R.W. - All the Money in the World, pp. 52-53* *P.B. - Water, pp. 26-31*

Primary II	5S	6S	More Power
UNIT 4: TRANSPORTATION AND COMMUNICATION A - The child learns about early means of transportation. B - The child learns about present means of transportation.	P.B. - Big City Neighborhoods, pp. 24-31	P.B. - Turtle's Rescue, pp. 6-14 S.B. - Long Ago and Now, p. 20	R.W. - Map Study, p. 8 Map Study, p. 29
C - The child learns about early means of communication. D - The child learns about present means of communication.	7S	8S	Moving Ahead
	R.A.L. - Slow as a Snail, Quick as a Bird, pp. 18-24 S.P.B. - Boats and Ships, (Set A), pp. 1-7 S.B. - Cable Cars in San Francisco, p. 45	P.B. - They Really Lived: Our Heroes, Great Americans, pp. 50-64	R.W. - What Would You Do?, p. 64 R.W. - Doug's Summer Vacation, pp. 76-77

Primary II	5S	6S	More Power
UNIT 5: PEOPLE OF DIFFERENT CULTURES A - The child learns about American Indians. B - The child learns about Chinese-Americans. C - The child learns about Mexican-Americans. D - The child learns about Puerto Rican-Americans.	R.A.L. - Santiago, pp. 7-31	P.B. - Story of Little Big, pp. 5-31 P.B. - American Indian Center, pp. 34-48 P.B. - The Clever Turtle, pp. 24-32 S.B. - Art Show, p. 12 S.B. - Boats, pp. 46-47 S.B. - China New Year Celebration, p. 34 S.B. - American Indian Names, pp. 15-19	
	7S	8S	Moving Ahead
	P.B. - The Rice Bowl Pet, pp. 119-149 S.B. - Chinatown in San Francisco, pp. 42-43 R.A.L. - Angelita, pp. 25-30 R.A.L. - The Secret Valley, pp. 31-50 S.P.B. - Stories from China, (Set B), pp. 4-16	P.B. - The Secret, pp. 8-16 S.P.B. - Mystery of the Cliff Dwellers, (Set B), pp. 1-7	

MATERIALS FOR PRIMARY II SOCIAL STUDIES

Practice Books

READINESS FOR MAP SKILLS A (Weekly Reader Practice Book)
SPECIAL PRACTICE BOOKS, SET A AND B/LEVELS 5-8, READING SYSTEMS

Teaching Pictures (3 sets)

CHILDREN OF AMERICA
AMERICAN INDIANS YESTERDAY AND TODAY
PEOPLE AND THEIR NEEDS

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child identifies himself.	A1. Encourage each pupil to:
Enhance the self-image, self-esteem, and aspirations of each child.	1. Look at himself in a mirror and identify his physical characteristics.
He should feel that he is a special someone, unique and important in his own right. Help him make his own discovery through intensive involvement in thinking experiences. He does not acquire concepts easily in the process of growing up; he must have organized, systematic, concrete experiences.	2. Draw a picture of himself.
	3. Make a picture storybook showing the following emotions: happiness sadness fear shame pride worry
Recognize the factors which shape his self-concept: how he views himself; how he is viewed by his peers; and how he is viewed by the adults in his life.	A2. See Appendix, Law Section.
	▽ A3. Write a short story about "When I Grow Up."
	A4. Let pupils help make a bulletin board, using photographs or snapshots of themselves.
	A5. Use F *People are Different and Alike* F *Just One Me*
	BS G A6. See pp. 5 and 6 for Activities.
B. The child appreciates his home, family, and relationships with other people.	B1. Write a story about family members and activities.
	▽ See Appendix, Law Section.
	B2. Make a picture of family home. Discussion which follows may include description of rooms and how pupil helps take care of his home.
	See Appendix, Law Section.

Generalizations and Concepts	Suggested Activities and Materials

B. The child appreciates his home, family, and relationships with other people.

Getting along with peer groups and popularity among classmates are special concerns of pupils.

Help the child improve his understanding of self and his behavior and relationships with others in his daily life. Stress respect for the rights of others.

B3. Write a paragraph about "Why My Friends Like Me."

B4. Have the child use magazine pictures to show:

1. people having fun together.
2. people learning things together.
3. people working together.

B5. Make a chart showing favorite foods. Identify family activities related to provision and enjoyment of food.

B6. Dress a paper doll for cold weather and for hot weather. Discuss family activities related to provision and care of clothing.

B7. Use opportunities that arise in the classroom to illustrate and emphasize the need for sharing, honesty, confidence, etc.; discuss with pupils the meaning and effect of popularity and anxiety on behavior of people.

B8. Use
F *Yours, Mine, and Ours*
F *Safety As We Play*
F *What If?*
SFS *Robert and His Family*
FS *Food For Good Health*
FS *Fishing With Daddy*

Generalizations and Concepts	Suggested Activities and Materials
B. The child appreciates his home, family, and relationships with other people.	*Learning About Me Series* SFS *"I'm the Boss"* SFS *"Borrowed Friendship"* SFS *"I'm New Here"* SFS *"First Step"* SFS *"Different Shapes"* B9. See pp. 94-109 for Activities.
C. The child understands reasons for rules and laws. *The child needs to become aware of the interdependence of people, their rules, their rights, and their responsibilities.* *Encourage him to identify with other children, family, and friends. Help him build a positive image of himself by recognizing his own needs, skills, abilities, attitudes, values, and responsibilities.*	C1. Talk about the rules obeyed at home. Act out what happens when the rules are not obeyed. See Appendix, Law Section. C2. Have the pupils help make the rules to be obeyed at school. Examples: 1. Come to school on time. 2. Stay in the school yard. 3. Respect the rights of others. See Appendix, Law Section. C3. Have a child select a game to teach to the class and explain the rules. Allow the class to play the game. C4. Compare rules for playing games and rules in the neighborhood.

Generalizations and Concepts	Suggested Activities and Materials
C. The child understands reasons for rules and laws.	C5. Discuss and compile with pupils a list of rules for helping to keep the community clean. After discussion, pupils may draw a picture showing one of these rules. Children may also role-play some of the workers who help keep the community clean. C6. Invite a neighborhood worker to school to talk about rules on his job. C7. Use *What Should I Do? Series* F *Lunch Money* F *The Fight* F *The New Girl* Use FS *Mrs. Cackle Becomes A Good Citizen*
D. The child recognizes the need to improve himself. *Using the child's current interests, strengthen his knowledge and understanding of the world of work. Stress the importance of education in career aspirations.* *Create positive attitudes toward individual differences among people. Basically all people need the same things in life.*	D1. Take turns describing duties performed at home. D2. Encourage each pupil to describe something he does well. D3. Make a booklet called "All About Me." 1. My name is _____. 2. My address is _____. 3. My birthday is _____. 4. I like _____. 5. I do not like _____.

Generalizations and Concepts	Suggested Activities and Materials

D. The child recognizes the need to improve himself.

Stress decision-making values. Values are the things in life that are considered right, desirable, or worthwhile. The values one accepts direct and control his behavior.

Provide opportunities for pupils to complete following statements:

1. I feel glad when . . . . . .
2. Happiness is . . . . . .
3. I laugh when . . . . . .
4. I feel sad when . . . . . .
5. Sometimes I feel angry when . . . . . .

D4. Read poem to pupils; discuss meaning. Help ∇ pupils memorize all or part of poem, if possible.

I'll Try

I'll try the very best I can,
To grow up right and be a man.
I'll try to be a guy who's kind.
I'll try to help; I'll try to mind.
I'll try to always play it square,
So when I win I'll know it's fair.
Now all of this is hard to do,
But I can try and so can you.

Franco, John M., Keyyey, Joan M., Whitman, Tom, *I Build, Belong, and Believe*. American Book Company, New York, 1970.

D5. Play "What would you do?"

Teacher provides problem situations; pupils must decide on a solution and reasons for that decision.

Generalizations and Concepts	Suggested Activities and Materials
D. The child recognizes the need to improve himself.	D6. Make a Social Studies Dictionary of words from this unit. D7. Use study prints, *The Children of America*. ▽

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child understands that people need food in order to live.	A1. Discuss where food comes from; cut out magazine pictures of animals and plants used for food. Make a chart showing the food we get from animals; do the same thing for food from plants. ▽ Help the pupils make a bulletin board with this title: "Because We Eat Food We Are Able To:" 1. Think and talk 2. Laugh and play 3. Jump and run 4. Help ourselves and others 5. Do our jobs well Use pictures from magazines or have pupils draw the pictures. A2. See Appendix, Law Section. ▽ A3. Visit a supermarket. A4. Use pictures from magazines to make a chart, "The Four Basic Foods." 1. Grain Foods 2. Fruits and Vegetables 3. Meat and Poultry 4. Dairy Foods A5. Have a "tasting bee." ▽

Generalizations and Concepts	Suggested Activities and Materials
A. The child understands that people need food in order to live.	A6. Use: F *Dairy-Farm to Door* F *The Farmer* F *The Big Dinner Table* FS *Food for Good Health* FS *Shopping for Groceries*
B. The child understands that people need to wear clothes for protection.	B1. Have each child tell what kinds of clothes he should wear when it is cold and what kind of clothes he should wear when it is hot. Write a story on "Why We Wear Clothes." Find and classify pictures showing "What Children Wear When It Is Hot" and "What Children Wear When It Is Cold." Display pictures of the four seasons. Have children collect or draw pictures to show appropriate clothing for the seasons. Play "Riddle Time." Take turns describing what someone is wearing while the rest of the class guesses who is being described. B2. Examine a cotton plant. Name articles of clothing that are made from cotton. Name some other materials that clothes are made from; be sure to include man-made materials. Describe how to take care of clothes. Dye some cloth, if possible.

Generalizations and Concepts	Suggested Activities and Materials
C. The child understands that people need a place to live.	C1. Have each child look at pictures of homes of long ago and now. Ask him to try to find one that is almost like his. C2. Collect pictures showing houses around the world. Identify and discuss climatic conditions and relate to kinds of homes needed. C3. Use films and filmstrips to illustrate and compare different kinds of shelters needed in the city and on the farm. Use: F *Noise* F *A Horse Named Cindy* F *A Little Girl and a Gunny Wolf* C4. Describe ways that homes protect people.
D. The child understands the need for workers in the neighborhood. *Be sure pupils understand that:* *Neighbors are people who live near each other. Neighborhoods are places where neighbors live.* *Emphasize the fact that there are homes, schools, stores, churches, and other buildings in a neighborhood. People who live in the neighborhood work on different kinds of jobs. Stress idea that when neighbors*	D1. Make a scrapbook showing the workers who keep the neighborhood clean, safe, and healthy. D2. Invite a worker in the neighborhood to class to talk about his job. D3. Assume the role of a worker in the neighborhood. D4. Draw a recreational building and then write a story telling what goes on there. Be sure to include some rules for recreation. D5. Draw a neighborhood map including streets, signs, houses, buildings.

Generalizations and Concepts	Suggested Activities and Materials
D. The child understands the need for workers in the neighborhood.	
work together, everybody usually benefits; there is an interdependence of neighbors.	D6. Use *Readiness for Map Skills*, pp. 7-8 D7. Find pictures showing work people do to earn money. D8. Add words from this unit to a Social Studies Dictionary. D9. Use: F *The Farmer* F *Fire Engine* F *Why We Have Special Jobs: The Man Who Made Spinning Tops* SFS *Neighborhoods Series* *Neighborhoods of Many Kinds* *Neighborhoods in the City* *Neighborhoods in the Suburbs* *Neighborhoods in Small Towns* *Neighborhoods in the Country* *Neighborhoods Change*

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child learns that natural resources are used for material needs.	
Be sure pupils understand that:	
People live in groups called communities. They adapt to the climate and geographical features of the area. They learn to live and work together sharing the workload and making laws so that their community will be a good place to live.	A1. Imagine going a whole day without water. Make a list of some of the things we use water for. Look at a globe or map to find lakes, rivers, and oceans. Locate the Mississippi River on a globe or map. Locate St. Louis, Missouri, on a map. Use *Readiness for Map Skills A*, pp. 11-13, 29.
The children should learn what a community is like, the kinds of work people do, the ways in which basic needs are met, and how communities change.	A2. Have each child write more on this: "A Thirsty World." Every plant needs water, every animal needs it, and you do, too. Draw or bring in pictures showing how to have fun with water. Go on a field trip to the riverfront.
Emphasize the fact that a community must have land, people, and buildings.	A3. Bring in some mineral samples. A4. See Appendix, Economics Section. ▽
B. The child learns to identify types of buildings.	
1. A residential building is a home.	B1. Visit a fire station or post office.
2. Commercial buildings include stores, offices, banks, etc.	B2. Have the pupils bring in some pictures of buildings and tell what materials they are made from and what the buildings are used for.
3. An industrial building contains a factory which produces goods or services.	B3. Visit a construction site; write a story. B4. Add to a Social Studies Dictionary.

Generalizations and Concepts	Suggested Activities and Materials

B. The child learns to identify types of buildings.

4. A recreational building is a place to have fun.

B5. Use:

F *The Town Without A Policeman: Why We Have Taxes*
F *Everyone Helps in a Community*
FS *City Community Series*
Business in the City
Living in the City
Problems in the City
Working in the City
Keeping the City Alive
SP *Community Helpers Series*

C. The child learns that as the community grows, industry develops.

Make use of the child's parents, friends, or neighbors who can serve as resource people to talk to the class about their jobs in the community.

C1. Bring in pictures showing some type of industrial development.

C2. Take a field trip to a site where goods are being produced.

C3. Invite an unskilled worker to talk to the class about his job. Invite a skilled worker to talk to the class about his job.

C4. Use:

F *Everyone Helps in a Community*
F *People Who Work at Night*
FS *We Make Some Safety Rules*
FS *Why and How Cities Grow*

BS Q

C5. See pp. 45-89 for Activities.

C6. See Appendix, Economics Section.

Generalizations and Concepts	*Suggested Activities and Materials*
D. The child learns that when people work together in the community, they need rules and laws to obey.	D1. Discuss why it is necessary to have rules and laws for the people in the community. Plan a trip to the mayor's office. Write a group report on the visit. Talk about the reasons for taxes. Invite Officer Friendly to come to the class. See Appendix, Law Section. D2. Role-play situations showing how everybody benefits when laws are obeyed. D3. Have pupils add to a Social Studies Dictionary. D4. Use: F *Everyone Helps in a Community* FS *Big City Houses and Streets* FS *Keeping the City Alive*

Generalizations and Concepts	Suggested Activities and Materials
A. The child learns about early means of transportation.	
Remind pupils that all the ways people travel and move goods is called transportation. Animals, wheels, sails, and many kinds of engines help us transport things by land, water, and air.	A1. Bring in pictures showing how people traveled long ago.
Provide experiences to help pupils acquire the following understandings:	A2. Write a group report on Transportation Long Ago; start with wheels and animals.
1. *The place where we live can be located on a globe and on a map.*	A3. Bring or make a model of a covered wagon.
2. *A globe is a small model of the earth.*	A4. Have the pupils add to a Social Studies Dictionary.
3. *The four cardinal directions represented on maps are north, south, east, and west.*	A5. Use *Readiness for Map Skills A*, pp. 3-9, 17-25.
4. *North is the direction toward the North Pole and South is the Direction toward the South Pole.*	A6. Use: SP *People and Their Needs* O *Covered Wagon Model* O *Ox Cart Model* FS *Life on the Wagon Train* FS *Covered Wagons*
B. The child learns about present means of transportation.	
Communities must supply their people with a means of transportation and communication.	B1. Bring in pictures showing how people travel now. Compare with pictures of travel long ago.
	B2. Make a chart (group activity) showing how people travel now as compared with long ago.
	B3. Have pupils discuss ways signs help people to travel.

Generalizations and Concepts	Suggested Activities and Materials
B. The child learns about present means of transportation.	B4. Use *Readiness for Map Skills A*, p. 27. Use a road map to plan a trip. B5. Invite a business man from the community to talk ▽ to the class about how transportation and communication are important to his business. B6. Have pupils add to a Social Studies Dictionary. B7. Invite a worker from transportation or communication to school to talk about his job. B8. Use: FS *An Airplane Trip* FS *Travel in the City* FS *The Airport* FS *The Railroad Station* FS *The Bus Station* FS *The Harbor*
C. The child learns about early means of communication. *Pupils should understand that all the ways people receive and send messages is called communication.*	C1. Provide information about the Pony Express. ▽ C2. Provide information on how cave men communi- ▽ cated. C3. Play a simplified version of charades. One pupil can act out a word of message and group can try to guess what it is. C4. Have pupils add to a Social Studies Dictionary.

Generalizations and Concepts	Suggested Activities and Materials
D. The child learns about present means of communication. *Pupils should understand that:* *Gestures, spoken words, written words, pictures, electronic devices help us communicate more rapidly with other people.* *Man's exploration of space can lead to new ways of communicating ideas, transporting goods, and making life better for all.*	D1. Make a chart showing five ways people communicate with each other (group activity). D2. Visit the post office to see how mail is handled. D3. List on chalkboard the advantages of communication by TV, newspapers, and magazines. D4. Have pupils add to a Social Studies Dictionary. D5. Use: F *Our Post Office* F *The Mailman*

Generalizations and Concepts	Suggested Activities and Materials

Explain to the pupils that the ways people live, work, play, and conduct their lives make up their way of living. The way of living that a group of people has built up over hundreds of years is its culture. Language, tools, art, music, and religion are parts of every culture. Cultural change is greatly influenced by inventions.

A. The child learns about American Indians.

Map study

A1. Locate on a United States map places where most of the American Indians live.

A2. Read aloud a story that tells about American Indians, the first people who lived in this country.

A3. Locate on a map the state where the Indians had the very first Thanksgiving with the Pilgrims.

A4. Use *Readiness for Map Skills A*, p. 30.

A5. Use:

Teaching pictures, *American Indians Yesterday and Today*

SFS "*Yah-a-tay*" from *Five Families*

Study prints, *The Children of America*

Generalizations and Concepts	Suggested Activities and Materials
A. The child learns about American Indians.	
Economics	A6. Examine pictures of Indians of long ago and Indians now, noting the homes and the clothes.
	A7. Encourage pupils to help make a bulletin board showing American Indians Then and American Indians Now.
	A8. Have pupils help create an Indian village.
	A9. Read a story about Indian life. (Teacher may need to read aloud to pupils).
	A10. Read a story to the class about the American Indian's greates contribution, his farming techniques.
	A11. Make a chart showing all the things that are made from corn.
	A12. Use: SP *Blackfeet Indians* SP *Children of the Sun - Arizona Indians* O *Navajo Weaver Doll* SP *Indian Life* SP *People Who Live in Navajoland*
Language	A13. Read to find out how the Indians sent smoke signals to warn of danger or to get help. (Teacher may need to read aloud to pupils).
Stress that different Indian tribes usually speak different languages. Today most	

Generalizations and Concepts	Suggested Activities and Materials

A. The child learns about American Indians.

Language (continued)

American Indians speak English or Spanish. See Teacher's Guide to Five Families, p. 25.

Recreation

In Flagstaff, Arizona on the Fourth of July, the Indians have their annual celebration called a "Pow-Wow". The Indians are dressed in their finest costumes. There are parades, rodeos, war dances, and snake dances. Only real Indians can take part in the great "Pow-Wow," but everyone can watch. The celebration lasts for three days. Childcraft, Vol. 5, p. 15.

Cultures and customs

See Childcraft, Vol. 5.

A14. Examine pictures to see how Indians enjoy themselves.

Use:
Travel folders and posters, if available.
SP *American Indians Yesterday and Today*
SFS "*Yah-a-tay*" from *Five Families*

A15. Learn an Indian song and dance.

A16. Find out about a Pow-Wow. (Teachers may need to read aloud to pupils).

A17. Have a table display showing some of the American Indian handicrafts.

Blankets	Paintings	Jewelry
Rugs	Pottery	Clothing

A18. Use P.B. in 6S.

Story of Little Big, p. 5, and *American Indian Center*, p. 33.

Generalizations and Concepts	Suggested Activities and Materials
B. The child learns about Chinese-Americans. Map study *Pupils should understand that:* *Maps give us directions for our travels from place to place.* *Maps are used to locate places.* Economics	B1. Locate on a map places where most of the American-Chinese live: Chinatown, San Francisco, CA; Chinatown, New York, NY Use *Readiness for Map Skills A*, p. 30. B2. Plan a make-believe trip to one of the cities mentioned in B-1. Learn about the states traveled through en route. B3. Locate China on a map. B4. Read a book that shows how the Chinese people satisfy their needs and wants, how they work and produce goods or services. (Teachers may need to read aloud to the pupils.) B5. Refer to the Reading Correlation Chart for stories about Chinese-Americans. B6. Use "*Chinese-American*" study print No. 5, *Children of America*. B7. Display and discuss pictures showing Chinese people at work. B8. Use pictures or newspaper articles showing how some of the temples, shrines, and palaces are being restored.

Generali[illegible] and Concepts	Suggested Activities and Materials

B. The child learns about Chinese-Americans.

Economics (continued)

B9. If available, bring in and discuss some of the products that the Chinese are noted for:

Tea Porcelain figures Silk pieces
Figures of Buddhas Hand-painted material

B10. Discuss some of the things the Chinese people invented:

Fireworks Paper Printing

B11. Show and discuss frames 49, 51, and 54 of FS "*Chinatown*" from *Five Families*. See Teacher's Guide.

Let the children try writing their names with a paintbrush.

Language

In many Chinese-American families, the Chinese is spoken at home, but the children also learn English in school. The Chinese language is written from top to bottom of the page. Chinese characters are not letters, but are meant to be pictures of an idea. These symbols stand for words or combinations of words.

Recreation

In China, musical instruments may be made from gourds, bamboo, metal, wood, silk, and stone. The Chinese use bells, cymbals, gongs, small wooden clappers, and wood blocks. The Chinese are very skilled in cutting paper designs.

B12. Play "Catching the Dragon's Tail." For directions, see resource sheet and study print "*China*," *Children Around the World - Games and Other Activities*.

Make a dragon or tiger mask.

B13. Use rhythm band instruments to play Chinese-type music.

Generalizations and Concepts	Suggested Activities and Materials
B. The child learns about Chinese-Americans. Customs *Refer to Childcraft, Vol. 5, pp. 19, 71, 81, 103.*	B14. Discuss the Chinese New Year. B15. Have a Chinese meal and let the children use chopsticks. B16. Make Chinese lanterns to take part in the Festival of Lanterns Parade. B17. Display travel folders showing the architectural characteristics of the buildings in China. B18. Use: Records of Chinese Classical Music F *Five Chinese Brothers*
C. The child learns about Mexican-Americans. Map study Economics	C1. Locate on the map the places where most of the Mexican-Americans live. C2. Locate Mexico on the map. C3. Use *Readiness for Map Skills A*, p. 29. C4. Read a story about Mexicans who live in the rural villages. (The teacher may need to read aloud to the pupils.) C5. Read a story about Mexicans who live in the cities.

Generalizations and Concepts	Suggested Activities and Materials

C. The child learns about Mexican-Americans.

Economics (continued)

C6. Make a scrapbook that shows how the Mexicans work for a living.

C7. Make a mural showing "The Market Place".

C8. Bring in some Mexican money.

C9. Make a chart that shows:

Food . . . . . (Use the Spanish
Clothing . . . . word and the
Shelter . . . . . English word.)

C10. Prepare a Mexican dish and let the children taste it.

C11. Use:

SL *Mexico -- Housing*
SL *Mexico -- Native Markets and Transportation*
SL *Mexico, the Countryside*
SL *Mexico, the Cities*

Language

C12. Make a Spanish dictionary using the words below and on the next page. Make pictures if you can, or find magazine pictures to illustrate words.

English	Spanish
hello	buenos dias
good-bye	adios

Generalizations and Concepts	Suggested Activities and Materials

C. The child learns about Mexican-Americans.

Language (continued)

English	Spanish
United States	los Estados Unidos
love	amor
yes	si
write	escribir
hat	sombrero
no	no
home	hogar
food	comida
water	agua

Recreation

Refer to Childcraft, Vol. 5
bullfight, p. 209
fireworks, p. 71
games, pp. 105, 107, 129, 132

C13. See resource material for "*Mexican-American*" study print No. 6, *Children of America*.

C14. Read stories to the children about recreational activities of Mexicans.

C15. After the children have listened to the stories, let them talk about activities they like best: 1) bullfight 2) fireworks celebration 3) games.

C16. Have the children help make a pinata. Fill a paper bag with candy, toys, and gifts. Then shape it so it resembles an animal or bird. A child is blindfolded so that he cannot see the pinata. Turn him around three times. He tries to hit it. If he misses someone else has a turn. Whoever can hit it makes the pinata burst open. Then all the children will run to pick up the candies, toys, and gifts.

C17. Use:
SP *Mexico, the Cities*

Generalizations and Concepts	Suggested Activities and Materials

C. The child learns about Mexican-Americans.

Customs

Modern Mexicans wearing costumes of ancient Indian design celebrating a festival of Spanish origin in an ultra modern setting is typical of the blending of cultures that shape the character of life throughout the nation. Mexico is the most progressive country in Latin America. Mexico has deliberately preserved the two great heritages of its past, Spanish and Indian.

C18. See: Resource material for "*Mexican-American*," study print No. 6, *Children of America;* resource booklet for *Children Around the World*, "*Mexican Children*," pp. 6-8.

Read aloud the story about the Pasada. Let children role-play the story.

C19. Bring in pictures showing parade and fireworks celebrations.

C20. Have a display showing handicrafts of Mexico: clothing, baskets, toys, pottery, tiles, and jewelry.

C21. God's Eyes -- A Mexican handicraft. Things you need: Two sticks that are the same size, tape, pencil, scissors, 2 or more colors of yarn.

1) Hold the sticks together to make an X. Fasten the sticks together with tape.

2) Write the letters A B C D on the sticks like this:

3) Cut off about 3 feet of yarn. Hold one end of the yarn under your thumb at the point where the sticks cross.

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child learns about Mexican-Americans. Customs (continued)	4) Wind the yarn tightly around the sticks about six times. Turn the sticks and wind the yarn six more times. 5) Hold the sticks and wind the yarn over stick A and once around it. 6) Turn the sticks and wind the yarn over stick B and once around it. 7) Turn the sticks and wind the yarn over stick C and once around it. 8) Turn the sticks and wind the yarn over stick D and once around it. 9) Keep turning the sticks and winding the yarn over and around each stick. 10) To change colors, tie together the ends of two pieces of yarn. 11) When you get near the end of the stick you can tuck the end of the yarn into the last row of yarn, or you can glue the yarn to the stick. 12) Leave enough yarn so you can hang up God's Eyes. Several make a mobile. C22. Use: O *Gulf of Mexico Shells* R *Folk Songs of Mexico*

Generalizations and Concepts	Suggested Activities and Materials
D. The child learns about Puerto Rican-Americans.	D1. Locate on a map the places where most of the ∇ Puerto Rican-Americans live.
Map study	D2. Find Puerto Rico on a map; then find the capital ∇ city, San Juan, and trace the journey to the United States.
Economics	D3. Examine pictures showing some of the plantations in Puerto Rico. Sugar Coffee Tobacco
	D4. Have the children help to create a bulletin board showing the homes, food, and clothing of the Puerto Ricans.
	D5. Discuss the many uses of the palm tree: houses baskets hats furniture
Language	D6. Listen to stories about Puerto Rican families.
Be sure the pupils understand that most Puerto Ricans speak Spanish.	D7. Discuss a market place in a village and learn the Spanish word for all the wares that are sold.
	D8. Use study print, "*Puerto Rico,*" from *Children of America*.
Recreation	D9. Examine pictures showing Carnival Time. Discuss games that are played, dancing, singing, puppet shows.
	D10. R.A.L. -- 5S -- *Santiago* ∇ R.A.L. -- 7S -- *Angelita*

Generalizations and Concepts	Suggested Activities and Materials
D. The child learns about Puerto Rican-Americans. Culture and Customs	D11. Have children help prepare a table display of Puerto Rican products and handicraft. D12. ▽ Have someone who has been to Puerto Rico visit the class and tell them about some of the things they saw and enjoyed. D13. ▽ Use study print, "*Puerto Rico*," from *Children of America*.

SUGGESTED READING LIST

Primary II

SUGGESTED READING LIST

These titles were recommended by Library Services for read-aloud activities. Most of these books are available in school libraries or through the Library Services Center. This list is not intended to be exclusive. Teachers are expected to supplement these materials as needed.

CHINESE-AMERICAN

Author	Title	Copyright Date	Grade Level
Topping, Audrey	*DAY ON A CHINESE COMMUNE*	1973	Grade 2
Martin, Patricia M.	*DOG AND THE BOAT BOY*	1972	Grade 3
Wiese, Kurt	*FISH IN THE AIR*	1966	Grade 2
Bishop, Claire H.	*FIVE CHINESE BROTHERS*	1966	Grade 2
Handforth, Thomas	*MEI LI*	1966	Grade 2
Elkin, Benjamin	*SIX FOOLISH FISHERMAN*	1966	Grade 2
Wright, Mildred	*SKY FULL OF DRAGONS*	1972	Grade 3
Flack, Marjorie	*STORY ABOUT PING*	1966	Grade 2
Wyndham, Robert	*TALES THE PEOPLE TELL IN CHINA*	1973	Grade 5

INDIAN-AMERICAN

Sleator, William	*ANGRY MOON*	1972	Grade 2
Miles, Miska	*ANNIE AND THE OLD ONE*	1972	Grade 3
Baker, Betty	*BIG PUSH*	1973	Grade 2
Montgomery, Elizabeth R.	*CHIEF JOSEPH, GUARDIAN OF HIS PEOPLE*	1971	Grade 3
Budd, Lillian	*FULL MOONS: INDIAN LEGENDS OF THE SEASONS*	1973	Grade 5
Showers, Paul	*INDIAN FESTIVALS*	1970	Grade 2
Martin, Patricia M.	*INDIANS*	1971	Grade 3
Hood, Flora M.	*LIVING IN NAVAJO LAND*	1972	Grade 3
Tobias, Tobi	*MARIA TALLCHIEF*	1971	Grade 2

INDIAN-AMERICAN (cont.)

Martin, Patricia M.	*NAVAJO PET*	1972	Grade 3
Gridley, Marion E.	*OSCEOLA*	1973	Grade 2
Gridley, Marion E.	*PONTIAC*	1971	Grade 3
Crowell, Ann	*SHADOW ON THE PUEBLO: A YAQUI INDIAN LEGEND*	1973	Grade 4
Hood, Flora M.	*THE TURQUOISE HORSE*	1973	Grade 3

MEXICAN-AMERICAN

Anderson, LaVere	*BLACK HAWK, INDIAN PATRIOT*	1966	Grade 1
Martin, Patricia M.	*CHICANO*	1973	Grade 4
Ets, Marie	*GILBERTO AND THE WIND*	1966	Grade 1
Lewis, Thomas P.	*HILL OF FIRE*	1972	Grade 2
Hampton, Doris	*JUST FOR MANUEL*	1973	Grade 2
Lyons, Grant	*TALES THE PEOPLE TELL IN MEXICO*	1973	Grade 4

PUERTO RICAN-AMERICAN

Kesselman, Wendy	*ANGELITA*	1972	Grade 3
Binzen, Bill	*CARMEN*	1972	Grade 2

APPENDIX

Law Section

Primary II

LAW ACTIVITIES

The following activities were adapted with permission from the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, copyright 1972.

I. HERE AND NOW WHEEL (Unit 1, A2)

Purpose: To identify feelings at a given moment in time.

Procedure: Help each pupil draw a circle and divide it into four parts. Also write in the date and the exact time. Help pupils write one word on each spoke to describe their feelings. Then have each pupil write or dictate two sentences to elaborate on one of the feelings.

The teacher may wish to extend the activity by comparing Here and Now Wheels in small group discussions.

Note: To be most useful this activity should be repeated often enough so that each child becomes aware of changing feelings.

II. I AM PART OF A FAMILY (Unit 1, B1)

First Day: Roleplay the Story

Read aloud to pupils: *Sandra's mother had asked her to remember to make her bed and tidy her room each morning before going to school. When Sandra's mother checked, the room was not in order. She told Sandra for the last time to take care of the room or she would be punished. Sandra said her brother had messed up the room to get her in trouble. Her mother said she did not want to hear any nonsense. "Just get upstairs and make up the bed," she said.*

Sample questions:

Why does a mother want her children to tidy their rooms?
Why do children fail to obey?
Do you think Sandra's mother believed Sandra?

Sample questions: (continued)

What if she did not believe Sandra although what Sandra said was true?
How could Sandra prove that she was telling the truth?
What if Sandra was still not believed?
What can happen if a judge does not believe a witness in court?

Second Day:

Ask the students if they ever had an incident happen as it did to Sandra. Role-play one or more of the students' incidents.

Sample Questions:

How did you prove you were telling the truth?
Were you punished? Have you ever been punished when you thought you deserved to be? Why?
Why do you do some of the things you don't really want to?
What would happen if everyone did not do all the things they did not want to do?

III. Make a display of different kinds of toys. Discuss the safety of each toy. (Unit 1, C1)

Sample Questions:

Are there any parts of the toy that are dangerous? Are there any loose wires or sharp points? Could a small child hurt himself on the toy? How?
Have you ever been hurt by a toy because the toy was made poorly?
Do your parents check the toys they buy you to make certain they are safe?
Should there be laws about safe toys? Should there be a law that toy makers should sell only safe toys? Why?

IV. Read aloud to class the following paragraphs: (Unit 1, C2)

Jerry is in the _____ grade. He has been in school for nearly four weeks. Every day Jerry disturbs the class. He fights with his classmates, stomps his feet, slams his desk, and drops things.

The teacher has asked him to be good. She often has to seat him all by himself. Most of the time, nothing the teacher or anyone else says or does seems to bother Jerry.

Yesterday the class was tested in reading, writing, and arithmetic. Guess how Jerry did.

Discussion:

What do you think is wrong with Jerry?
What kind of help does Jerry need?
What do you think his classmates should do?
What should the teacher do?
What might the principal do?
What might Jerry's mother do if the teacher should tell her what a nuisance Jerry makes of himself?
What rules has Jerry broken?
Why do people break rules?
What should be done with people who do not obey the rules that Jerry broke?
What do you think of this law: All children must go to school until they are at least sixteen years of age?

Activities:

Have the students set up a system of merits or rewards. Those who fulfill their assignments get special or defined privileges, etc.

Help the pupils organize a behavior modification type of classroom.

V. Read aloud to pupils the following paragraph: (Unit 1, C2)

Robbie and Joey were neighbors. On the way home from school, they got into an argument. Robbie picked up some stones and threw them at Joey. One stone hit Joey in the head. The last stone missed and broke a window in a house.

Discussion:

What do you think happened?

Discussion: (continued)

What would you do if you were Robbie? or Joey? or the owner of the house with the broken window?
What would happen to Robbie and Joey if the owner of the house called the police?
If you were a policeman, what would you say or do to Joey and Robbie?

Activities:

Role-play the policeman.

Why do we have police? Why do we have rules?

Make up a set of rules for activities in the classroom.

Have the class select several people in the room to be student policemen for a day. On the next day, discuss pupils' reactions to the policemen in the classroom.

Do you need rules in a classroom?

What other places are rules needed and why?

Now that you have talked about police and rules, how would you solve Robbie's and Joey's problem?

VI. Read aloud to pupils the following paragraph and insert a name in each blank. (Unit 1, C1)

_____ was walking with her friend _____ until 9:00 p.m. looking at toys in store windows. When she came home, her mother asked, "Where have you been all evening?" _____ answered, "Nowhere." Her mother asked a little louder, "What do you mean, 'nowhere'?" _____ answered louder than before, "Nowhere!" and ran to her room and slammed the door.

Discussion:

Why didn't _____ tell her mother what she had done all evening?
Should _____'s mother ask where she was?
Do you think _____ should have slammed the bedroom door? Why or why not?

Suggested Activities:

Role-play -- Have one child play the girl and another play the mother. Let them decide what would or should happen with this situation.

Have the class make up a set of rules about why children should or should not be on the streets late at night.

VII. Have the children write family and school rules that help them to: (Unit 1, C2)

Group 1

1. Have fun
2. Keep in good health
3. Keep out of trouble
4. Protect themselves
5. Respect others

Group 2

1. Make friends
2. Protect their property
3. Settle disputes
4. Protect food and water supplies
5. Protect their families

Group 3

1. Protect the neighbors
2. Learn how to do something
3. Know when to start or stop some activity

Have the class compare their rules. How many were similar? How many different? How many of the rules applied to everyone's home?

Activity:

Form a junior patrol boy and girl unit in your school. Let the children decide how they can help in the school such as preventing litter on the playground, escorting the kindergarten children to their rooms, etc.

VIII. Have the children write rules for the community at large which would help them to: (Unit 3, D1)

1. Have fun
2. Keep in good health
3. Keep out of trouble
4. Protect their property
5. Settle disputes
6. Protect food and water supplies
7. Prevent disasters
8. Create a beautiful city

APPENDIX

Economics Section

Primary II

ECONOMICS ACTIVITIES

Select the activities which are most appropriate for your group.

I. Discuss the meaning of the following words:

income consumers producers services goods needs wants

II. Have each child choose a different worker as the subject of a picture story. Use these captions:

1. Mr. Brown is a bus driver.
2. His family must have these goods.
3. His family would like to buy these goods and services.

Collect all the stories into one booklet for the library table.

III. Put caption, "What Would You Buy?" on a bulletin board. Ask pupils to collect or draw pictures of as many things as they can that may be bought with a dollar. Include entertainment services such as seeing a movie or attending a concert. Emphasize that people select the goods and services they buy.

Group the pictures according to the kinds of stores where goods could be purchased. Discuss how goods get to the storekeeper.

IV. Review the meaning of the terms *consumer* and *producer*. Discuss and list the goods and services needed by a business.

1. A place to work
2. Tools and materials
3. Workers and a manager

Use role-playing to dramatize the activities involved in starting a new business. Let children pretend to be a business man, a land owner, workers, producers of tools and

materials, and consumers. Use play money and have the business man act out paying rent to the land owner, wages to the workers, and the cost of the tools and materials to the producers. Customers (consumers) can then demonstrate paying the business man for goods and services.

V. Discuss and make a chart listing responsibilities of owner of a business.

The owner of a business must:

plan the business
buy the tools and materials
hire the workers
supervise the work
sell the product
pay the workers
pay his bills

Write number stories related to the expenses and income of a business for one week. Example:

The grocer must pay:

Rent	$150.00
Meat	$200.00
Groceries	$100.00
Fruit and vegetables	$ 65.00
Worker's salaries	$250.00

The grocer sells:

Meat	$350.00
Groceries	$400.00
Fruit and vegetables	$ 80.00

Does the grocer make a profit?

VI. Collect pictures of a variety of businesses, such as a factory, a supermarket, a department store, or a farm. Beside each business put pictures of the people who work there, the goods or services they produce, the tools and machines they use, and the raw materials they will need.

VII. Review the uses of money.

Film: *Why We Use Money: The Fisherman Who Needed A Knife*

Discuss the services of banks.

Discuss reasons people save money:

1. To be able to buy goods and services later.
2. To earn interest from money deposited in a bank.

Use play money to dramatize a bank's services. Let children play the roles of depositors, bank workers, and borrowers. List the information a banker needs to know about a borrower:

How will the money be used?
Will the borrower be able to repay the money?

VIII. Display pictures and news articles which illustrate economic activities of interest to the children. Example:

Pictures of new buildings and roads
Stories and pictures of workers and the different kinds of goods and services produced
Articles about new businesses
Articles about uses of natural resources
Pictures of old and new tools, machines, and goods, such as a broom and a vacuum cleaner, a candle and a light bulb, a buggy and an automobile. Compare tools and machines used by farms and factories today with those used long ago.

The following activities are adapted from *SUGGESTED GUIDELINES FOR CONSUMER EDUCATION: President's Committee on Consumer Interests, Washington, D.C., November, 1970.*

IX. Have the students bring in coupons from cereal boxtops. Send for package offering (or, the teacher may purchase the offerings in advance). Discuss the product with the pupils.

Sample Questions:

Does what you ordered look like you expected it to look from the advertising? Have you or anyone in your family every ordered anything from a cereal box before? Did it look like you thought it would?
Why do you think what you bought might not look like the advertising on the package?
Is advertising always fair? Why would someone advertise something that wasn't true?
What else could you have bought for the same amount of money?
Is what you ordered something you want? Is what you ordered something you need? What is the difference between want and need?

X. Have the students role-play the story of Michael:

Michael has saved $2.00 to spend for a birthday present for his mother. She enjoys flowers, but she needs clothes. Michael goes to a flower shop and then to a clothing store to look over the choices he has for his $2.00.

Sample questions:

What should Michael buy?
If you were Michael, what would you buy?
Will he need help from anyone in buying the gift?
If so, where will he find help?
How can a salesperson help you? What are the things they could tell you?
What are the good things about the flowers? What are the good things about clothes?
How does one decide what to buy? When you buy something, what are the things that you would think about besides how much what you wanted to buy cost?

PRIMARY III

Primary III	9S	10S	Splendid Journey
UNIT 1: A HEALTHY SELF-IMAGE A - The child takes a realistic look at himself. B - The child recognizes that he has many emotions. C - The child realizes his responsibilities as a member of his family. D - The child realizes his responsibilities as a member of his school. E - The child realizes his responsibilities as a member of his community.	Martin L. King, Jr. (career ed.) T.M. - 123-131 P.B. - 61-73		The Girl and the Pail of Milk (fable) P.B. - 88-89 The North Wind and the Sun T.M. - 217-231 P.B. - 90-91 R.W. - 52-57
	11S	12S	Speeding Away
	(Self image of person, nation, world) T.M. - 30 Snow White and Rose Red (theater career ed.) P.B. - 44-67	Amelia Earhart (career ed.) T.M. - 85-89 P.B. - 51-54 Sb. 22-23 Robert Lawrence (career ed.) T.M. - 91-94 P.B. - 55-63 One Giant Leap (career ed.) T.M. - 91-94 P.B. - 55-63	Indian Steelworkers (career ed.) T.M. - 138-140

Primary III	9S	10S	Splendid Journey
UNIT 2: OUR CITY, ST. ST. LOUIS A - The child recognizes St. Louis as our community. B - The child becomes acquainted with government. C - The child recognizes that education is related to job opportunities in any location. D - The child understands that laws are necessary to make the community a safe and pleasant place to live.		Neighborhood Library P.B. - 98-107	
	11S	12S	Speeding Away

Primary III	*9S*	*10S*	*Splendid Journey*
UNIT 3: MAPS AND GLOBES *A - The child becomes aware of the kinds of maps and how they may be used by all people to get information.* *B - The child should understand that the globe is a small model of the earth and that the earth is round.*	*Map Study* *T.M. - 107-108* *Time Line* *T.M. - 161-162*	*Christopher Columbus (map study)* *T.M. - 86* *C.Ss. # 2 and #3 (p. 86)* *Sb. - 28-29*	*Map Study* *T.M. - 188*
	11S	*12S*	*Speeding Away*
	Map Study (US) *T.M. - 135*	*Amelia Earhart (map study)* *T.M. - 85-89* *Sb. - 22-23*	*Riddles About the States* *T.M. - 176-178*

Primary III	9S	10S	Splendid Journey
UNIT 4: HAWAII, AN ISLAND COMMUNITY A - The child understands that: An island is a mass of land surrounded by water; Hawaii is a group of islands; Hawaii is one of the states of the United States. B - The child becomes aware of some of the customs and cultures of Hawaii.	Kula Lives in Hawaii T.M. - 78-89 P.B. - 20-38 Sb. - 21-22		An Old Story from Hawaii T.M. - 110-129 P.B. - 48-57 R.W. - 25
	11S	12S	Speeding Away

Primary III	9S	10S	Splendid Journey
UNIT 5A: KENYA, AFRICA: CO-EXISTENCE OF THE OLD AND THE NEW UNIT 5B: ALASKA, OUR POLAR STATE			
	11S	12S	Speeding Away
	Zamani Goes to Market (Kenya) T.M. - 121-130 P.B. - 105-148 Sb. - 40-43 C.Ss. - 127, no. 1 and 3		A Candle in the Night (North African Legend) T.M. - 215-223 - - - - - - - - - - - - - - - - - - A Great Land The Wind from the Sea (Alaska) T.M. - 179-198 P.B. - 76-91

MATERIALS FOR PRIMARY III SOCIAL STUDIES

Practice Book

MAP SKILLS FOR TODAY B (Weekly Reader Practice Book) (nonconsumable)

Teaching Pictures (1 set)

FAMILIES AROUND THE WORLD -- LIVING IN KENYA

Transparencies and Duplicating Masters

LET'S TOUR HAWAII AND ALASKA

Supplementary Textbooks

OUR ST. LOUIS (1 per pupil)
PEOPLE USE THE EARTH (1 per teacher)

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child takes a realistic look at himself.	A1. Child looks in mirror and draws what he sees. A2. Child draws himself without the use of a mirror and checks end results with what he actually sees. A3. Children sit facing each other in sets of two. They draw each other, putting the subject's name on the back of the drawing. Someone holds up the drawings and the class tries to guess who the subject is. A4. Show Film: *People Are Different and Alike.* ▽ Follow up with class discussions in small groups; children draw pictures of their reactions to the film, etc. A5. Tape silhouette paper to the chalkboard with black side of paper against the board. The light from a projector, light bulb, or other source should be shining on the white side of the paper. The child should sit between the light and the paper, so that his head casts a shadow onto the paper. Another child traces around this shadowed outline. After the children cut out their silhouettes, they can be used to decorate the room or the front of children's folders. A6. As an independent activity, answer the following questions: 1. How long is one of your eyebrows? 2. How many inches long is your hair? 3. What color is your skin? 4. What color are your eyes?

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child takes a realistic look at himself.	5. How long is your thumb? 6. Do you have freckles? 7. Can you count them? A7. Have children take turns making up rhymes to go with their names, i.e., My name's Pat, I wear a hat. A8. The child writes "his" story. He should consider what important things he needs to include by answering the following questions: Is he what he thinks and feels, or what he sees? Can he tell anything interesting about himself? i.e., Where was he born? Where does he live? With whom does he live? Can he tell something about the people he lives with? Does he know his complete given name? Can he tell about what he does well?
B. The child recognizes that he has many emotions.	B1. Have child draw pictures, or cut out pictures from magazines, of people showing the following emotions: Anger, happiness, sadness, love, hate, frustration, anxiety, etc. This could be developed into a bulletin board. B2. Use: *Learning About Me Series* ▽ SFS *I'm the Boss* SFS *Borrowed Friendship* SFS *I'm New Here* SFS *First Step* SFS *Different Shapes*

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child realizes his responsibilities as a member of his family.	BSG C1. Pp. 7-8
The child should understand that his basic needs are fulfilled by his family. Moral, social, and cultural values are learned in family life. Every person in a family is responsible for keeping the home pleasant and safe.	C2. Compare the role of each member of the American family in keeping the home running smoothly with that of each member of the ancient African clan. This could be developed into a bulletin board. C3. Discuss with children the age at which their families will consider them to be grown up. C4. Discuss the kinds of rules families have to make and follow to keep their homes pleasant and safe. Have children discuss the rules followed in their particular homes. C5. See Appendix, Law Section, Activities 7 and 8.
D. The child realizes his responsibilities as a member of his school.	D1. Independent Activities
The child should understand that his rights as a "free" individual extend only until his rights conflict with those of others. In school children learn to share experiences and work together. The teacher helps children to learn. The children have their moral, social, and cultural values reinforced in school. Everyone in the school is responsible for keeping the school pleasant and safe.	a. Have the child answer the following questions: 1. How does my school prepare me for the future? 2. What TV shows help me to learn? 3. What do field trips help me to learn? 4. What type of job do I want when I finish school? Why? 5. How much schooling will I need? Elementary school? High school? College? b. Cut out pictures from magazines or newspapers of jobs pupils might be interested in when they have finished school.

Generalizations and Concepts	Suggested Activities and Materials
D. The child realizes his responsibilities as a member of his school.	c. Make posters showing want ads for various jobs. D2. See Appendix, Law Section, Activity No. 10. ▽
E. The child realizes his responsibilities as a member of his community. *The child should understand the necessity for law and order in his community. The community does not function unless everyone does his share.* *If any part of the community is neglected, it is everyone's responsibility to see that this negligence is corrected. People in the community should feel obligated to others -- the sick, poor, lost, injured, or anyone who may need them. Every worker in the community, no matter what he does, is important.*	BS G E1. Pp. 70, 71, 73, 74, and 75. Discuss the jobs presented on these pages, and extend the list to include jobs the children may want when they finish school. E2. Discuss, write, or draw pictures to bring out how it might feel to be poor, sick, or injured. E3. Prepare a bulletin board, using pictures drawn or cut from magazines, showing neglected parts of communities or neglected people in communities. E4. See Appendix, Law Section, Activities Nos. 11 ▽ and 12.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child recognizes St. Louis as our community. *Include geography, economics, government, education, community services, and law enforcement agencies in the study of St. Louis.*	A1. Read to class *Our City - St. Louis*, pp. 50-51. Show transparency map of St. Louis. Show filmstrips. (BS G) A2. Locate St. Louis on the globe and on a map of the United States. Use a city map to locate the school neighborhood. As an extended class activity, draw a simplified map of the school neighborhood. A3. As an independent activity, answer the following questions: 1. What is the name of my city? 2. In what state is it located? 3. In what part of the state is my city? 4. In what part of St. Louis do I live? 5. Draw a picture map of my neighborhood. A4. Make posters, using magazines and newspaper clippings, to show what St. Louis looks like. A5. Use maps to point out the importance of the rivers in the settlement of St. Louis at this particular location. (BS G) A6. Read aloud *It Just Keeps Rolling Along*, p. 52. A7. Show F: *Neighborhoods Change* ▽ SFS: *Neighborhoods Series* A8. Display pictures showing river-related activities. ▽ Group to show function of activity, i.e., recreation, transportation, etc. Use *Our St. Louis* to supplement activities. Use *People Use the Earth*, pp. 130-149, "St. Louis - A Changing City." Use *Our St. Louis* to supplement activities.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child recognizes St. Louis as our community.	A9. SFS *Let's Explore the City Series* ▽ *The Waterfront* *A Manufacturing Area* *A Warehouse Area* A10. Display pictures depicting the many activities that take place in St. Louis: government, shopping, recreation, transportation, business buildings, housing. A11. Make a mural, bulletin board, or diorama depicting the activities in A2 or A3. A12. Independent Unit Activity 1. Make a poster showing what St. Louis has that could attract people. 2. List the many different types of transportation available in St. Louis. 3. List radio stations I listen to. 4. Make posters showing the fun activities available in St. Louis. 5. List the big department stores located in St. Louis. 6. List the stores in your neighborhood. 7. Take a "field-trip walk" around your neighborhood and list or draw the many businesses and types of dwellings found. A13. SFS *Department Store Workers* ▽

Generalizations and Concepts	Suggested Activities and Materials
A. The child recognizes St. Louis as our community.	(BS G) A14. Read aloud *Our City -- Its Famous Parades*, p. 51.
	A15. SFS *Let's Explore the City Series* ▽ *Downtown* *A Shopping Center* *An Office Building*

Generalizations and Concepts	*Suggested Activities and Materials*

B. The child becomes acquainted with government.

1. *The child should be able to perceive something of the importance and influence of government.*

2. **As you read Who Runs St. Louis omit the names of the officers of government to allow for research activity on the part of the class.*

B1. *Read *Who Runs St. Louis*, pp. 52-53. Have the class set up and complete as a research project a chart of the officers of government. (BS G)

PRESIDENT OF THE UNITED STATES

GOVERNOR OF MISSOURI

MAYOR OF ST. LOUIS

ASSESSOR

RECORDER OF DEEDS

COLLECTOR OF REVENUE

LICENSE COLLECTOR

TREASURER AND COMPTROLLER

BOARD OF EDUCATION

Show F: *Why We Have Elections: The Kings of Snark*

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes acquainted with government.	B2. Show F: *Why We Have Taxes: The Town Had No Policeman*. Discuss how our city government uses its tax money. B3. SFS: *Going Places in the City Series* *The Library* *The Museum* *The Aquarium* *The Zoo* *The Public Gardens* *The Planetarium* B4. Use graph How St. Louis Uses Its Tax Money to determine more effectively where tax money is used. F: *Why We Use Money: The Fisherman Who Needed A Knife*
C. The child recognizes that education is related to job opportunities in any location. *The child should, as frequently as possible, use his own abilities to help others around him.*	C1. Designate a given protion of each day for a TUTOR-TIME. During this period allow the children to give or receive help from fellow classmates, under teacher's guidance. C2. Children should decide what jobs they need to do to keep the room pleasant and safe. Record their responses on the board. Discuss the requirements necessary to fulfill the jobs listed. From the list of jobs, have the children create bulletin board posters advertising available jobs. Refer children to teacher-made posters listing

Generalizations and Concepts	Suggested Activities and Materials
C. The child recognizes that education is related to job opportunities in any location.	
Career education has become a very important part of our educational system. The child should understand that every worker in the city, no matter what he does, is important. The child should be aware that his education directly influences the type of job for which he will be able to qualify.	the jobs that she personally feels should be done. Compare her list with children's, adding or deleting where necessary.
	C3. Group Activity Divide class into small groups with each group writing its own Want Ad Newspaper. This could be done after studying a want ad section from a city newspaper. The child-made newspapers could be displayed around the room for a few days before the teacher "hires" anyone.
The hiring and replacement of workers in the room should be considered a very serious and worthwhile activity that will aid in the building of a more healthy self-image.	C4. Children "apply" for jobs by stating how their qualifications are best for the job.
	BSG C5. Read *Industry in the Gateway City*, p. 89. Discuss other jobs necessary to make the city pleasant and safe.
Investigate the possibility of using the children's relatives, as well as other available resource people from the community, in the study of career education.	C6. Invite the children to disucss the types of careers their relatives have chosen. After discussion they could make posters depicting various careers.
	C7. Each child can act as a classroom reporter, interviewing a relative about his career and reporting to the class.
	C8. The children take turns inviting relatives to the classroom to discuss their careers.

Generalizations and Concepts	*Suggested Activities and Materials*
C. The child recognizes that education is related to job opportunities in any location.	(BS G) C9. Review careers discussed in *Community Helpers*, pp. 67-77. Activities following *Community Helpers* are very good follow-up for this unit. C10. ▽ Show SFS: *Community Workers and Helpers, Series 1* *School Workers* *Library Workers* *Supermarket Workers* *Doctor's Office Workers* Show SFS: *Community Workers and Helpers, Series 2* *Department Store Workers* *Hospital Workers* *Fire Department Workers* *Television Workers* Show F: *Why We Have Special Jobs: The Man Who Made Spinning Tops* Show SFS: *Workers Series* *Workers and Their Work* *Workers Who Move Things* *Workers Who Make Things* *Workers Who Sell* *Workers Who Fix Things* *Workers Who Provide Food* *Workers Who Provide Services* *Workers in Professions*

Generalizations and Concepts	Suggested Activities and Materials
D. The child understands that laws are necessary to make the community a safe and pleasant place to live.	D1. Play a riddle-type guessing game: Who is the community helper who wears a blue uniform with a silver badge on the coat? Who is the community helper who sometimes rides in a car, sometimes rides a motorcycle, or sometimes just walks up and down the streets in your community? Have children draw the community helper that the riddle is about.
	D2. Discuss the interaction which takes place between the policeman and the community residents, answering the following questions: 1. What is the policeman's job? 2. What is the resident's job? 3. How can they work together to keep their city pleasant and safe?
	D3. Review story in film *Why We Have Taxes: The Town Without A Policeman*. Invite role-playing of the story.
If class is very mature, the teacher may want to discuss the relation of drug abuse to crime.	D4. Discuss what happens when someone in the community gets into trouble. Have children answer the following questions: 1. How does the policeman help? 2. What is the policeman's job when the person in trouble is guilty of a crime?
	D5. Show F: *Yours, Mine, and Ours*. Discuss the need for respect for respect of other's possessions.

Generalizations and Concepts	*Suggested Activities and Materials*
D. The child understands that laws are necessary to make the community a safe and pleasant place to live.	D6. Independent Activities 1. Make posters showing various ways policemen help people. 2. Answer questions: a. Why are policemen important to my family? b. How can I help the police department? c. Why should people not steal from other people? d. How can you help a friend who steals? D7. See Appendix, Law Section, for activities which ∇ will reinforce the concepts and generalizations of this unit: Nos. 1, 2, 3, 4, 5, 6.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child becomes aware of the kinds of maps and how they may be used by all people to get information.	A1. Display several different kinds of maps (e.g., city, state, national, world), model-making directions, sewing pattern layout, schematic drawing and blueprints. Stimulate discussion by asking the following questions:
The child should understand that maps are used for many reasons: to make things, to build things, to explore unknown areas, and to locate places.	1. Do you know what a map is? 2. Where have you seen maps before? 3. What kind of map have you used? 4. Why would cab drivers, truck drivers, explorers, policeman, builders, or tailors use a map? What kind would they use?
If children have not reached this point in their reading, have them do a similar teacher-made activity.	A2. Use pp. 14-15, S.J.P.B./or S.B., p. 26, Level 9, T.M. 107.
B. The child should understand that the globe is a small model of the earth and that the earth is round.	B1. Display a globe. Guide and encourage discussion of the globe by asking the following questions:
The child should be made aware that the earth has a north and south pole. The great land masses on earth are called continents. The large bodies of water are called oceans.	1. What does the color blue stand for on the globe? 2. What do the other colors stand for? 3. Is there more land area or water area on the globe? 4. What are the large bodies of water called? 5. The great land masses have a special name. Do you know what they are called? 6. Can you find St. Louis on the globe?
	B2. Using different children as models, compare a globe to the human body.

Generalizations and Concepts	Suggested Activities and Materials

B. The child should understand that the globe is a small model of the earth and that the earth is round.

At the conclusion of the discussion the child should begin to understand:

1. *That a flat map is a representation of all or part of the world.*
2. *That there are four cardinal directions on all maps.*
3. *That the place where we live is represented on a globe or a map.*
4. *That the sun rises in the east and sets in the west.*

B3. Help the child locate on a map of the United States ▽ his state and city. Help child locate on a globe the approximate location of Missouri. Guide him in doing this by noticing the shape of the United States on the map and looking for this shape on the globe; by comparing the Mississippi and Missouri Rivers on the map and globe, noting that Missouri is located in the area where the two rivers meet.

B4. Discuss the ways in which maps and globes are alike; different. Write responses on the board. At the conslusion of the discussion, make chart of responses.

B5. Help the children discover which side of the school ▽ building faces the sun in the morning, and which side faces the sun in the evening. From this point, develop understanding of the four cardinal directions.

Upon completion of this unit, the necessary introduction to maps and globes has been established. It is expected that the teacher will use, in detail, the Weekly Reader Practice Book - Map Skills for Today-B throughout the year, to sufficiently prepare the child for the extensive map studies covered at the next level.

B6. Independent Activity
Have children work pp. 3-5 in *Weekly Reader Practice Book - Map Skills for Today-B*.

Generalizations and Concepts	Suggested Activities and Materials
A. The child understands that: An island is a mass of land surrounded by water. Hawaii is a group of islands. Hawaii is one of the states of the United States.	A1. Have one or more students stand in the center of the room. Call them "Islands." Have all other students move as far away as possible from the "island" or "islands." Have children visualize the empty space between "islands" and the other students as the body of water which surrounds that "island."
Call attention to the fact that all states have flags. A state flag is flown below the United States flag. *Stress at this point that all islands are surrounded by water and are usually small when compared to other land masses.*	A2. Send children to maps or globes to see if they can locate any islands. Guide them to focus in on Hawaii, Oahu, and honolulu, noting that Honolulu is preceded by a ★ because it is the capital of the state of Hawaii. Compare sizes of islands and continents. Independent Activity Have children complete page 29, *Map Skills for Today-B*.
	A3. Have children express movement of ocean waves with arm and body movements. Then have them express the movement of the waves in finger painting. They may also enjoy finger painting or drawing to Hawaiian music or music that suggests ocean waves.
This unit should be correlated with the unit on Hawaii in reading. By following either of the reading texts, many important social studies aspects of Hawaii can be covered. Whenever possible use both reading texts, Level 9 and Splendid Journey, one as regular reader and the other as a library or resource book.	A4. Introduce and follow up Hawaii unit in reading. Level 9 -- T.M. 78-89 P.B. 20-38 S.B. 21-22 Pr. P. 20-21 *Splendid Journey* -- T.M. 110-129 P.B. 48-57 R.W. 25 Pr. P. 34

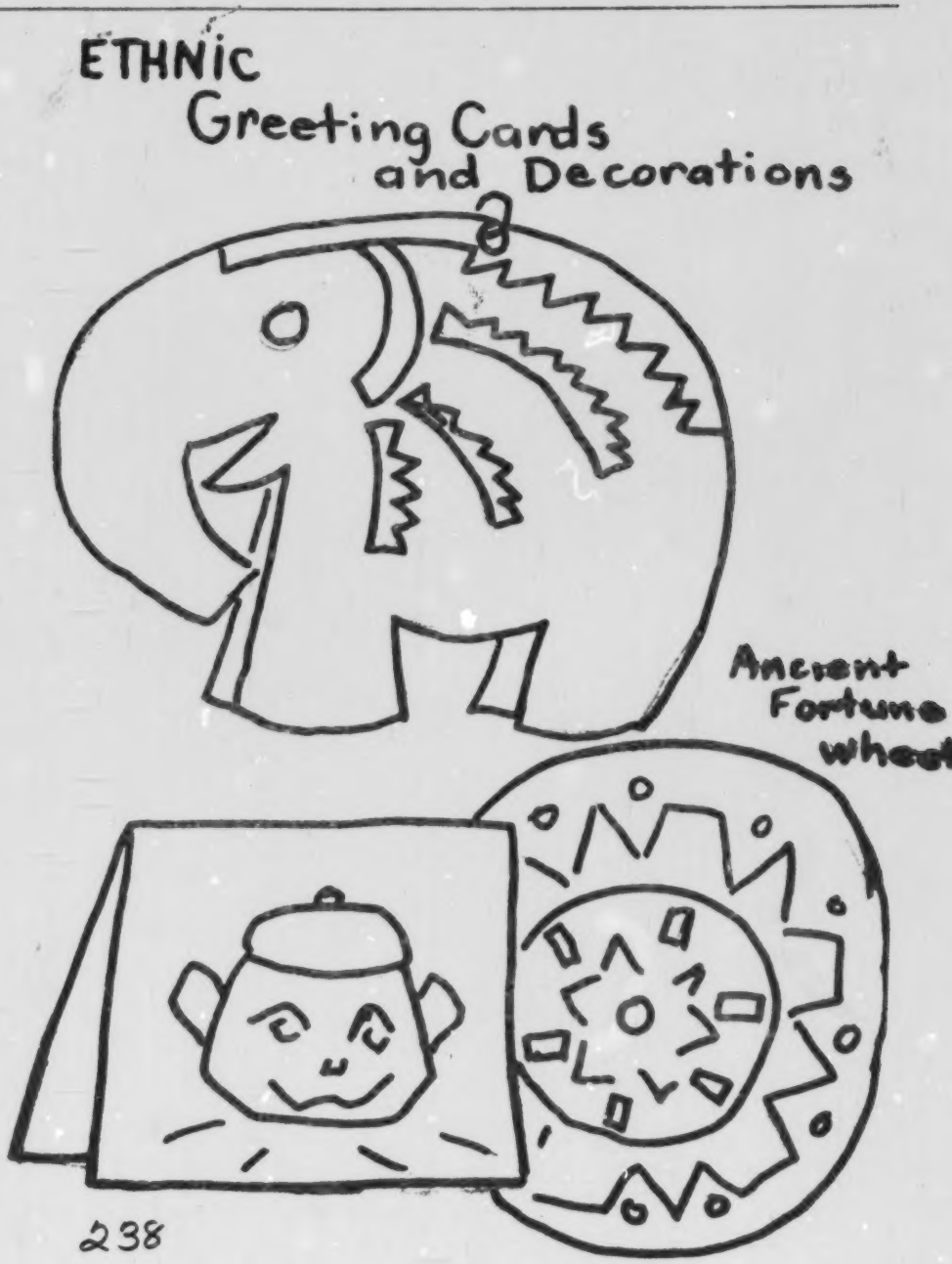
Generalizations and Concepts	*Suggested Activities and Materials*
B. The child becomes aware of some of the customs and cultures of Hawaii.	B1. Discuss with children what they've learned about Hawaii. Guide this discussion by having them refer back to story to support their statements. B2. Do activities 1, 3, 6, or 7 found in C.Ss. T.M. pp. 81-82, Level 9. B3. Encourage interested pupils to find additional information about the ti plant, poi, sugar cane, pineapple, and other foods usually associated with Hawaii. B4. Girls make grass skirts. Have each girl bring a length of discarded sheet, bedding, etc., or use a length of brown kraft paper, long enough to fit around the waist. Decorate material, then cut into one-inch strips, allowing approximately five inches for a waist-band. Boys make multi-colored Hawaiian shirts. Have each boy bring an old T-shirt to decorate as an Hawaiian sport shirt. A length of brown paper may be used instead. Use drawing markers to draw and color Hawaiian prints on shirts. If kraft paper is used, children may use crayons instead of drawing markers.
 Stress that in a hula dance arm movements are a kind of sign language.	B5. Have children make up their own hula dances. They may be able to create two or three different dances. See *Childcraft*, Vol. 5, p. 278. B6. Make leis as suggested in S.J.T.M., p. 122, and T.M. p. 87, Level 9.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of some of the customs and cultures of Hawaii.	B7. Decorate the classroom in a very "Hawaiian" atmosphere. The children can draw, color, paint, etc., their own Hawaiian pictures on construction paper. They can use the opaque projector to project pictures from books and magazines onto kraft paper and trace around the projections. Some suggested themes for artwork are: Surfing — Life styles Welcoming of visitors — Scenic views Lei Day — Canoeing Sugar can plantations — A Luau Hula dancers — Maps B8. Activities B3-B7 could be used as preparation for a class Luau as a culminating activity on Hawaii. If the teacher wishes, a Luau could be held in place of the children buying or bringing lunches or, if this is not feasible, have a "Tasting Luau" with simple samples of Hawaiian food. The class can also decide on a party type activity where there is no food, only games, dancing, singing, story telling, etc.

This unit was developed with the Systems Reading Series in mind, for the Open Highway Series does not contain enough factual material to build a unit. If you wish to use this unit with the children who are reading Open Highways, borrow Systems materials (as social studies resource material); use other available materials.

It is suggested, however, that the Open Highways teacher consider the unit on Alaska, in lieu of this unit. The unit on Alaska is developed primarily from the Open Highways program.

**Special Note!*
119 B.S.G.



Generalizations and Concepts	Suggested Activities and Materials
A. The child understands that Kenya is a country on a continent just as the United States is a country on a continent.	A1. Display study prints 1-6 from picture packet *Living in Kenya -- Families Around the World*. After the children exchange ideas concerning the pictures, collect all pictures on display except for picture 1. Develop the presentation suggested in the Teacher's Manual, pp. 6 and 7.
It is suggested that the first activity in this unit become the introduction to the reading unit on Kenya.	A2. Read aloud *Looking at Africa By Way of Satellite*, pp. 110-111.
	A3. Locate Africa on a globe. Then use transparency of Africa to point out countries within the continent, focusing in on Kenya and surrounding countries.
	A4. Use maps or a globe to compare the locations and areas of Africa and North America, of Kenya and the United States, and of Nairobi and St. Louis.
	A5. Using transparency of Africa, point out the locations of the following: Nile River, Lake Victoria, Kilimanjaro, Sahara Desert, Kilahari Desert.
	A6. Use Level 11 -- T.M. 121-130 S.B. 40-43 P.B. 105-148 *Speeding Away* -- T.M. 214-223 North African Legend P.B. 92-101 West African Folk Tale R.W. 66, 67
Explain that a folk tale, like a legend, has been told for many years. However, no one believes that a folk tale is true. A pupil reading from Speeding Away might	A7. The children may wish to dramatize any, or all, of the legends in the *Speeding Away* series. They may prefer listening to *Folk Tales From West Africa*, available from Audiovisual Services.

Generalizations and Concepts

A. The child understands that Kenya is a country on a continent just as the United States is a country on a continent.

be invited to report on legends of Africa during oral language, story telling time, or as an extended library activity.

All people need shelter, clothing, food, and a place to rest.

The child should be made aware of some of the African words that have become a part of the English language.
B.S. appendix -- p. 101

Suggested Activities and Materials

A8. Guide a discussion in which children compare ▽ their lives with Zamani's. As they discuss where each lives and sleeps and what each wears and eats, point out that the basic needs of an individual are the same wherever he lives.

A9. Read following poems to children from *Teacher's Read-Aloud Anthology*: ▽
"African Images," p. 90
"Dance of the Animals," p. 91
"The Rain Has Come," p. 91
"January," p. 92
"April," p. 92

BS G A10. Read aloud *Living in Africa Today*, pp. 11-12. See activities on p. 12.

A11. If the school or public library has books or magazines containing non-fiction articles about foreign ▽ countries, check them out for your classroom and provide time for the reading and sharing of these books.

A12. If parents or volunteers from the community have ▽ spent time in Africa, arrange for them to tell children about their experiences.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of some of the customs and culture of Kenya.	BSG B1. Read to class *Villages in Africa*, pp. 66-67. a. Have the class paint a picture or mural of an African village. Include people doing daily work. b. Let the children make models of African huts, using sticks, mud, leaves, grass, straws, cardboard, and construction paper; paste or staple. BSG B2. Read aloud to class *A Glimpse of Life in Africa*, p. 66. BSG B3. Read to class *A Name Is Important in Africa and America*, pp. 101-103. The children can select African names to use during the study of this unit. They can make tags to wear so everyone can share their chosen names. B4. Make African costumes. Children may provide material, i.e. discarded sheets or table cloths, inexpensive unbleached muslin, etc., to be made into copies of traditional African costumes. No sewing is required. Children decorate material (at home, tie-dye; at school, drawing markers); follow directions on p. 66, B.S.G., or directions that follow: Girls: With legs apart wrap material around waist; tie at waist and fold material over string. Boys: Fold material in half and tie in knot at the waist.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of some of the customs and culture of Kenya.	B5. Make African drums. Use round boxes or cans. Wrap paper covers around them on which have been drawn African designs or patterns. Fasten small piece of oil-cloth or upholstery vinyl over the open ends. B6. Use modeling clay to fashion some of the animals of Africa and/or figures of the clansmen of Africa. B7. Let each child create an African shield design. Mount shields on cardboard, cut out. B8. Collect red, white, and blue beads to weave an arm band, headband, or necklace. B9. Make African masks. Paint designs on them. B10. Let children create dances asking for rain, protection from enemies, a good harvest, etc. (BS G) B11. Read aloud *Market Place*, p. 65. Have children turn the classroom into a market place by setting desks up to resembel booths and displaying the many things they have made during their study of Africa. Have the children make fruits and vegetables our of papier mache to display in one of their booths. B12. As a culminating activity to the unit on Kenya many, or all, of the activities may be incorporated into a Festival At The Market Place. The children can invite other rooms or parents to their festival. During this festival, the children can

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of some of the customs and culture of Kenya.	display their work at booths. They can give reports, tell stories, perform dances, and recite poems and chants. The children should wear their African costumes. The children can give oral reports explaining how they made their costumes, shields, masks, etc. As a refreshment, the children can serve an African treat. See pp. 99-100.

BS
G

This unit was developed with the Open Highways reading series unit about Alaska found in Speeding Away. If you wish to use this unit with children who are reading in Systems, use "reporters" from the Open Highways program; borrow Open Highways materials to use as social studies resource material.

Generalizations and Concepts	*Suggested Activities and Materials*
A. The child understands that Alaska is one of the states of the United States.	
Call attention to the fact that Alaska has water on three sides (you may wish to introduce the term peninsula); to the north is the Arctic Ocean, to the west is the Bering Sea, and to the south is the Pacific Ocean. The eastern boundary is the Yukon Territory of Canada. Alaska is separated from the Soviet Union by only fifty miles of water.	A1. On the globe, have children locate Alaska, noting its nearness to the North Pole. Use map transparency of North America, pointing out that Alaska is an area on the continent of North America.
	A2. On the map, guide children in locating Missouri. Next, have them locate Illinois. Then have them locate Alaska, explaining that all three states are states of our country, the United States, which is on the continent of North America.
	A3. Have children locate Alaska on map or globe. Guide them to focus in on Juneau and note that it is preceded by a ★. Review with them the meaning of this map symbol (it means capital); locate the capitals of other states, etc.
The independent activity (opposite) will be effective only if the teacher has been using the Map Skills Book throughout the year to implement the child's study of maps.	A4. Independent Activity P. 28, *Map Skills for Today*, as follow-up map study.
	A5. Display pictures of life in Alaska. Use study ▽ prints *Alaska*, available from Audiovisual Services. Allow the children to discuss the prints among themselves.
By following the teacher's manual for Speeding Away, many important social studies aspects of Alaska can be covered.	A6. Introduce and follow up Alaska unit in reading: *Speeding Away*: T.M. 170-198 P.B. 76-89 R.W. 52, 54, 55 Pr.P. 58-59, 60, 62-63

Generalizations and Concepts	Suggested Activities and Materials

A. The child understands that Alaska is one of the states of the United States.

Eskimos live along the Arctic and Bering seacoast. They are the only people in Alaska who still keep up their ancient language and customs. Eskimos call any hut or shelter an igloo. Aleuts live on the Aleutian Islands. There are two kinds of Indians living in Alaska, Indians of the interior tribes, and Indians of the coastal tribes. Coastal tribes are noted for their gaily-colored totem poles. White settlers came to Alaska with the discovery of gold.

The territory cost a little less than 2¢ an acre. William Seward, Secretary of State under Abraham Lincoln, strongly urged this purchase, which would total $7,200,000. Many Americans thought it was too high a price for such a barren, far-off place. They referred to it as "Seward's Folly."

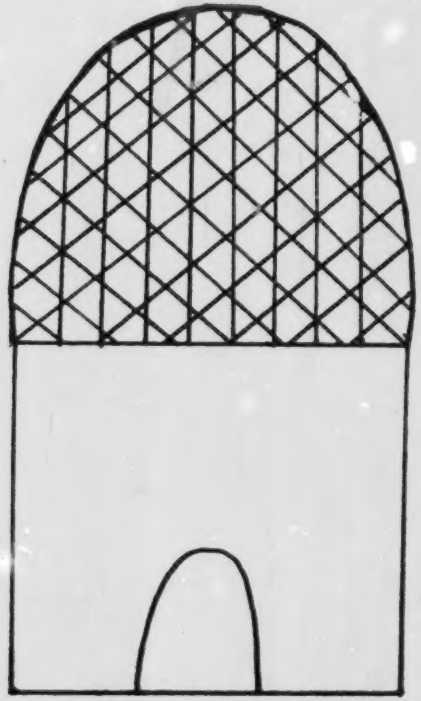
A7. Have any interested children write reports on the first people to live in Alaska -- Indians, Eskimos, Aleuts.

A8. Have any interested children write reports about the tundra. These reports could include information about life on the tundra during the summer and what grows on the tundra.

A9. Have children role-play the purchase of Alaska. The class can divide into two groups -- those for the purchase and those against it. The year is 1867 and the decision must be made. All the pros (land for growing America, food, fur, gold, lumber, etc.), and cons (too far away to be of any use, too much money, land was barren, etc.), must be discussed and a decision made.

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of some of the cultures and customs of Alaska.	B1. Using large oatmeal boxes, coffee cans, etc., have children make totem poles. Cover the cans or boxes with colored paper and paint or color faces on them. Extra pieces of paper can be pasted on for noses, ears, collars, or ornaments. B2. A mural of Alaskan life can be painted or colored on brown paper, and displayed in the classroom. B3. Have children participate in a seal hunt. Clear the center of the room. Several children can be the seals, several can be polar bears, and several can be the Eskimo hunters. One child may be the narrator, or the children may want to write dialog explaining the hunt. The hunters must watch out for polar bears who are also hunting the seals. Hunters have had to shoot many bears. Hunters look for little air holes made in the ice, while it's still thin, by the seals. The hunter puts a piece of whalebone down through the seal's air hole and then waits for the animal. The hunter holds his long harpoon ready to strike. If the whalebone begins to bob about, he knows that the seal is poking his nose up to find the air hole. The hunter throws his harpoon very hard, breaking the ice, and striking the animal. The wounded seal swims quickly away, but the rawhide rope fastened to the harpoon follows it. The hunter shouts for help and his friends run to aid. They bring the seal back to the hole, cut away the ice and lift him out. The hunt is over!

Generalizations and Concepts	Suggested Activities and Materials
B. The child becomes aware of some of the cultures and customs of Alaska.	B4. Have interested children write reports on the many different animals found in Alaska. Art work can be done based on their reports to the class. B5. Using boxes and chicken wire, or a bubble umbrella, have children make their own igloo. They can cover the box with white paper.



In this guide three social studies units have been fully developed around the Systems and Open Highways reading programs.

The teacher may wish to use the materials and suggested activities that follow to develop additional social studies units.

IT IS SUGGESTED THAT WHILE THIS PROGRAM IS QUITE FLEXIBLE, KEEP IN MIND THE IMPORTANCE OF DEVELOPING THE SKILLS OUTLINED IN THE BEGINNING OF THIS GUIDE. THE TEACHER AT THE NEXT LEVEL WILL EXPECT CHILDREN TO HAVE MASTERED THESE SKILLS.

Generalizations and Concepts	*Suggested Activities and Materials*
A. Australia	A1. Introduce and follow up Australia unit in reading: Level 9S -- T.M. 55-72 T.A. 22-28 C.Ss. No. 5, p. 72 P.B. 8-17 S.B. 15-19 Pr.P. 15-16
 The teacher may wish to tape a lesson as though she were using a two-way radio or stand behind a screen to assign or teach a lesson. She may also wish to have the class set up a post office in a corner of the room, so they can "mail" their assignments in to the teacher.	A2. Use a portion of the school day to teach a lesson or lessons (any subject) the way lessons are taught in Australia's "School of the Air." Allow pupils to complete assignments and "mail" in their assignments, etc.
B. New York	B1. Introduce and follow up the New York unit in the reading material: Level 9S -- T.M. 113-114 P.B. 55-59 S.B. 28 Level 10S -- T.M. 39 S.B. 4-7, 8, 9 Pr.P. B-6 B2. Map Study, *Practice Book, Map Skills for Today-B*, p. 18-19.

Generalizations and Concepts	*Suggested Activities and Materials*
C. Mexico	C1. Introduce and follow up the Mexico unit in the reading material: Level 10S -- T.M. 95-116 P.B. 34-62 S.B. 23-29 Pr.P. 26-29 C2. Have a Mexican fiesta. Include dances, games, artifacts for atmosphere and decoration, breaking of the pinata, and a tasting of Mexican food, etc.
D. The Desert	D1. Introduce and follow up the Desert unit in the reading material: *Speeding Away* -- T.M. 78 P.B. 30-41 R.W. 20-24, 26 Pr.P. 21-28 D2. Allow children to "create" Indian sand paintings as described in *Speeding Away*, P.B. 40-41. D3. Map Study, ***Practice Book, Map Skills for Today***, pp. 24-25.
E. Recreation in other places	E1. Introduce and follow up the article, *Playtime Around the World*, in the reading material: *Splendid Journey* -- T.M. 182-188 P.B. 73-77

Generalizations and Concepts	*Suggested Activities and Materials*
E. Recreation in other places	E2. Have child perform some of the activities they read about. E3. Locate these areas on maps.

APPENDIX

Law Section

Primary III

LAW ACTIVITIES

The following activities were adapted with permission from the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, copyright 1972.

No. 1

First Day: I Am Part of a Family

Suggested Activity: Roleplay the Story

Sandra's mother had asked her to remember to make her bed and tidy her room each morning before going to school. When Sandra's mother checked, the room was in a messy state. She then told Sandra for the last time to take care of the room or she would be punished. Sandra said her brother had messed up the room to get her in trouble. Her mother said she did not want to hear any nonsense. "Just get upstairs and make up the bed," she said.

Why does a mother want her children to tidy their rooms?
Why do children fail to obey?
Do you think Sandra's mother believed Sandra?
What if she did not believe Sandra and what if what Sandra said was true?
How could Sandra prove that she was telling the truth?
What if Sandra was still not believed?
What can happen if a judge does not believe a witness in court?

Second Day
Suggested Activity

Ask the students if they ever had an incident happen as it did to Sandra. Roleplay one or more of the student's incidents.

Sample Questions:

1. How did you prove you were telling the truth?
2. Were you punished? Have you ever been punished when you thought you deserved to be? Why?
3. Why do you do some of the things you don't really want to?
4. What would happen if everyone did not do all the things they did not want to do?

No. 2

First Day Objectives:

1. For the students to see that it is unfair to write on other people's property.
2. For the students to see that they don't like it if someone writes on their property.

Suggested Activities:

1. Before class begins cover one or more classroom walls or blackboards with wrapping paper or large sheets of paper. When the students arrive announce, "Today we are going to write on the wall." Give everyone a chance to write or draw whatever he wants to.

2. Then roleplay what a mother and father would do if they came home and saw the wall. Discuss, what would your parents say if they saw the walls?

3. The teacher might read the following story:

   Karen and Mike were sister and brother. They lived in a house on First Street. They were coloring in their coloring books when Mike thought it would be fun to draw on the walls. They were having fun, they thought, drawing on the walls.

4. Sample discussion questions about the story:

   1. How would you feel if your brother or sister drew all over your room?
   2. What if the wall you drew on was a wall in your house and all your friends drew on it?

3. How does writing on the walls make the walls look?
4. Why do people write on walls and buildings?

5. The teacher might make a list with the students of the things that should be written on (paper, blackboards, coloring books) and the things that should not.

6. As a homework assignment, the students could count on the way to and from school the number of homes and buildings on which people have written something or have broken windows.

Second Day Objectives:

1. For the students to discuss why people write on walls and break windows.
2. For the students to realize how writing on buildings makes the neighborhood look.
3. For the students to discuss what protects the buildings and the sidewalks from writing (the law).

Suggested Activities:

1. Ask the students questions about the buildings they have seen in the neighborhood with writing on them.

    1. How many buildings had writing on them?
    2. What did these building look like?
    3. Why do people write on buildings?
    4. How did the writing on buildings and sidewalks make the neighborhood look?
    5. Why don't some people care about the neighborhood?

2. The teacher might pretend to be in the home of a student and to be writing on that student's bedroom wall. Who would stop me from writing on this wall? After discussing that question, pretend to be writing on the sidewalk in front of a student's home. Who would stop me from writing on the sidewalk?

Sample questions:

1. Who says people cannot write on buildings?
2. Who says people cannot write on sidewalks?
3. What would happen if everyone did what they wanted to do?

3. The teacher might read the following story:

Mary was all excited about going to the Hart Elementary School. It was a one-year-old building with the newest features. She was especially looking forward to the swimming pool.

The first day of school was filled with excitement. She met many new people in her second grade and most of all she liked her teacher. Early in the morning she needed to go to the girls' room. She asked her teacher if she could have permission to go.

Mary entered the girls' room and was surprised to see handwriting on the wall and in the stalls. She thought, "Why would anyone mess up such beautiful walls by writing on them?"

4. Sample questions:

1. What happens when people in school are caught writing on walls?
2. What should happen to people who write on walls at school?
3. Have you seen writing on walls at your school?
4. How does the writing look? How does the writing make the school look?
5. Do you think it is fair that people write on the walls at school?

Third Day Objectives:

1. Reinforcing First and Second Day Objectives.

Suggested Activity:

1. The teacher might have the students draw "before and after" pictures of a neighborhood where people wrote on the buildings and broke windows.

2. Sample questions:

1. Why are the two pictures different?
2. Which picture do you like better?
3. Why would someone make a nice neighborhood look messy?
4. Do you think that when people write on walls and sidewalks they think about what they are doing?

No. 3

One might during dinner, Mr. Kind said he heard a noise coming from out back. His son, Brian, aged nine, went out to see what was making the noise. A few moments later, Brian returned carrying a kitten. The whole Kind family was excited. Brian's twin sister, Jill, gave the kitten some milk. He drank it as though he had not eaten anything in days. Jill asked her father if they could keep the kitten. Mr. Kind saw how much his children liked the kitten. He said that they could keep the kitten if it did not already have a home. Jill said that even if the kitten did have a home, the people were not taking care of him. She would give him a good home. Mr. Kind agreed that they could give the kitten a good home, but they would still have to see whether the kitten belonged to anyone. Brian said, "But Daddy, finders keepers, losers weepers."

What do you think the Kind family did to find the kitten's owner?
Do you think they should have just kept the kitten?
Suppose they didn't try to find the owner, and after a few weeks the owner showed up to claim the kitten. What do you think would happen?
What might happen if the kids refused to give up the kitten on any basis?
How could the alleged owner prove that the kitten was his?
Discuss the old saying, "finders keepers, losers weepers."
If you had to make a rule to help people in such a situation, what would it be?
If you lost your favorite toy, would you want to give it up to anyone who found it?
How does losing something differ from abandoning something? Giving it away?
How does a person keep his right of ownership of something?

No. 4

Jerry is in the _____ grade. He has been in school for nearly four weeks. Everyday Jerry disturbs the class. He fights with his classmates, stomps his feet, slams his desk, and drops things.

The teacher has asked him to be good. She often has to seat him all by himself. Most of the time, nothing the teacher or anyone else says or does seems to bother Jerry.

Yesterday the class was tested in reading, writing, and arithmetic. Guess how Jerry did.

Discussion:

What do you think is wrong with Jerry?
What kind of help does Jerry need?
What do you think his classmates should do?
What should the teacher do?
What might the principal do?
What might Jerry's mother do if the teacher should tell her what a nuisance Jerry makes of himself?
What rules has Jerry broken?
Why do people break rules?
What should be done with people who do not obey the rules that Jerry broke?
What do you think of this law: all children must go to school until they are at least sixteen years of age?

Activities:

1. Have children read stories of children that have been in trouble and how their problems were solved.

2. Collect newspaper articles about juveniles in trouble and have the class work out some solut ons to their problems.

3. Have the students set up a system of merits or rewards to work toward. Those who fulfill their assignments, etc., get special or defined privileges. A behavior modification type of classroom that the students organize!

Have the children write family and school rules that help them to:

Lesson 1 (at least five rules)

1. Have fun
2. Keep in good health
3. Keep out of trouble
4. Protect themselves
5. Respect others

Lesson 2

1. Make friends
2. Protect their property
3. Settle disputes
4. Protect food and water supplies
5. Protect their families

Lesson 3

1. Protect the neighbors
2. Learn how to do something
3. Know when to start or stop some activity

Lesson 4

Have the class compare rules. How many were similar? How many different? How many of the rules applied to everyone's home?

Lesson 5

Tell about some rules you have at home and why your parents made these rules.

Activity:

Form a Junior patrol boy and girl unit in your school. Let the children decide how they can help in the school such as looking for litterbugs, escorting the kindergarten children to their rooms, etc.

No. 6

Learning Activities:

Divide a class into several sections and have each section devise a "code of behavior" for their activities; e.g., walking in the corridors, talking in class, talking in the halls, using classroom materials, reading in class, eating lunch in the classroom, playing on the playground, etc.

No. 7

Lorrie is a tattle tale. She tells tales on everybody but herself. She makes out that she is always a little angel who never does anything wrong. Most of the time, she tells how everyone picks on her.

What is a tattletale?
What is a squealer?
How do they differ?
What makes someone become a tattletale?
What is good about being a tattletale?
What is bad about being a tattletale?
When should a person tell what he sees or hears?

Suggestion:

Vary the format of the questions by inserting the words "bully," "cheat," thief," or "sneak" when appropriate and discuss the implications of these words.

No. 8

Peg never shared her candy, grapes, or cookies with anyone. She used to laugh when they asked for some. She used to say, "Your mouth may water. Your teeth may grit. But none of my goodies shall you get."

When Peg's family had moved from New York to Boston, they rented a four-room-apartment in the poor section of town. Peg's mother had selected this apartment because she believed it was the only place that she could afford. Peg did not have a father, and this often presented a problem for her mother. Her mother often said she didn't know what she would do if it weren't for their being on welfare.

What makes people selfish?
What makes people share?
What is charity?
What is welfare?
How does it differ from charity?
Who decides who gets to be on welfare?
What would happen to people if there weren't any welfare program?

No. 9

Activity before reading the story: Throw old newspapers and other litter on the floor before the class arrives. Empty a couple of desks on the floor. Let books and pencils fall where they may. Empty your own desk drawers if you dare! Turn over a couple of chairs too.

When the class arrives, let them react. Don't answer any questions. Jot down the things they say about the scene or, if you can get hold of a portable tape recorder, walk around recording their comments. Use these comments in the course of the discussion following the episode.

On the way to school, the girls saw a garbage truck collecting trash from several houses. Many of the barrels had been turned over. Litter was everywhere. Up one alley, they thought they saw some rats moving about in the trash. As they passed the garbage truck, each thought to herself, "Who would want a smelly old job like that?" Farther up the street, they saw some kids knocking over the barrels and trash piled up by some of the houses. They ran to join in the fun with the gang.

Why do garbage trucks collect trash?
Who is responsible for the trucks collecting the trash?
What would happen if the trucks did not collect the trash?
What kinds of laws do you think exist that relate just to matters concerning the collection of trash?
Why should a law concerning litter be necessary?
What effect, if any, does the existence of a litter law have on the litter problem?
If you see someone littering, how do you feel?
What do you do about it?
Why don't you do something about it?
How can we all do something about it as a group?
What advantages are offered by a group's attacking a given problem?
What advantages are offered by an individual's attacking a problem?
How do we make people become right thinkers?

No. 10

Joe and Rose are the biggest kids in the class. They are both bullies. Not many kids in the class like them but, like all bullies, they each have a group that hangs around them.

Yesterday, Joe thought that Mark had said something behind his back. He grabbed Mark and was about to hit him. Tony knew that Mark had not said anything but he did not know what to do. He had seen Joe hit little Robbie Jones once when he had tried to stop him from hitting another kid. He thought to himself, "It is hard to stand up for what is right."

Have you ever had to stand up for what you believed was right?
Is this an important thing to do? Why or why not?
Is there someone you know who always stands up for what he thinks is right?

No. 11

Storentia Squirrel found a whole bunch of acorns in Tommy's back yard. They were dropped there be the stately old oak trees that kept the yard cool in the summer and littered with leaves in the fall. There were many acorns and it would take many days in the hot summer sun to carry them back to a tree to store them for the winter. So Storentia called on her friend Chapman Munkchip, a chipmunk. Chapman was sitting sipping lemonade in the shade and told Storentia that it was too hot to work, and besides, winter was far, far away. So Storentia went about the forest asking all her friends to help, but they were all too busy of just didn't seem to care.

Storentia soon realized she would have to do the job all by herself. And so the little squirrel labored all summer carrying each acorn into the woods and storing it in her home. Just as fall came to a close, Storentia carried the last of the acorns to her home and then settled in for a long nap.

As the first snowfall of winter quietly covered the forest trails, the animals realized they had nothing much to eat for the winter. Several animals went to Storentia and asked for some of her acorns. Storentia remembered how hard she had worked while they laughed and sat about. She yawned and stretched and told them to come back later when she was wide awake.

What should Storentia's answer have been?
Who owns the acorns Storentia was collecting?
When did Storentia become the owner of the acorns?
Does Storentia owe anything to the other animals?
What would your answer be if they had helped her to collect the acorns?
What if Storentia refused to give them nuts, even if they had helped to gather them?
What would be right and what would be wrong in such a story?
If your mother and/or father worked to purchase food, what obligation, if any, would they have to share it with those who had none?
What would you say if some of the animals took part of the acorns against Storentia's will?
What do you think should happen if a starving man broke into your house and stole some food? Money?

No. 12

Mary loaned Hazel her records and a player for the weekend. During the weekend, Hazel's little sister broke three of the records. When Mary asked for the records and player back, Hazel said she was not through with them. She said she liked them and was going to keep them the rest of the week. Mary told her again that she wanted them back just as they had agreed. Hazel closed the door on Mary.

Who owns the record player and records?
Suppose Hazel should sell the record and player to someone else. Who owns it then?
Would Hazel be considered to have stolen Mary's records and player? Why or why not?
(She would not be considered to have stolen the records, because she acquired them lawfully.)
What would your answer be if Hazel had conned Mary into giving her the records and record player so that she might sell them?
Suppose someone comes to Hazel's house and during the course of the visit breaks the player. Who would be responsible for paying for the damages?
What if someone steals the player and records from Hazel's house?
How do you feel about Hazel? about Mary?
What should be done?
Why do kids always think of going to someone's mother or father for help?
Where do adults go to help resolve their differences?
Aren't these the same? If not, why not?